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ABSTRACT

The four-volume study compared the costs and characteristics of public and nonpublic special education programs serving moderately and severely handicapped students in Montgomery County (Maryland) Public Schools (MCPS). Data are discussed according to five research questions. First, demographic characteristics are presented, and it is recommended that reviews of the racial and sexual composition of placements be conducted. Second, public and nonpublic programs for this population are summarized via charts. It is recommended that MCPS develop and revise descriptions of public and nonpublic facilities. Third, student record reviews, observations, and interviews with practitioners are analyzed, suggesting that students were not receiving all of the services specified on the individual educational programs (IEP), and that IEPs were not well documented. Fourth, per-pupil costs are identified for internal and external levels in terms of discrete costs, transportation costs, special education and general overhead costs. Projections of per-pupil costs by programs and levels for fiscal years 1982-1988 are specified. The final question examines the cost effectivenss of the current approach and stresses the need for MCPS to expand its internal programs to accommodate the majority of students placed in nonpublic programs. The first three questions are dealt with in the first volume, "Analysis of Students, Program Characteristics, and Service," which includes among its appendices the study design and data collection documents. The fourth question is the subject of the second volume, "Analysis of Costs for Provision of Levels V and VI Special Education Programs by Montgomery County Public Schools 1978-1982." The fifth question is taken up in the third volume, "Findings, Summary, and Recommendations," and the fourth volume is the Executive Summary. (CL)

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An Evaluation of Public and Nonpublic Special Education Programs Used by Montgomery County Public Schools

VOLUME I

Analysis of Students, Program Characteristics, and Service

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
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November, 1983

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An Evaluation of Public and
Nonpublic Special Education Programs
Used by Montgomery County Public Schools

Volume I

Analysis of Pupil and Program
Characteristics and Program Quality
of Level V and VI Special Education

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INTRODUCTION

Purpose

The purpose of the study was to compare the costs and characteristics of public and nonpublic special education programs providing services to school-aged students who were in Levels V and VI as defined by the Maryland State Bylaw Continuum of Services. Specifically, this evaluation was to determine whether the mix of public and nonpublic programs was cost effective and to determine whether or not alternative configurations should be explored.[1]

Study Questions

This evaluation provides information to answer the following questions:

> Is the current distribution of school-aged Level V and VI public and nonpublic programs cost effective? If the distribution is not cost effective (a) should existing Levels V

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[1] The content of the first nineteen pages of Volume I is drawn primarily from RFP #81-06 "An Evaluation of Public and Nonpublic Special Education Programs Used by Montgomery County Public Schools" issued by the Department of Educational Accountability, MCPS, Rockville, MD, and the Virginia Tech response to the request for proposal.

> and VI public and/or nonpublic programs be expanded or modified; (b) should new Levels V and VI public and/or nonpublic programs be developed; (c) should services now being provided by the nonpublic sector be provided by the public sector; and (d) should services now provided by the public sector be provided by the nonpublic sector?

These are complex questions. To gather the information needed for addressing it the following underlying questions must be addressed:

> What are the characteristics of school-aged students being served in Levels V and VI public and nonpublic programs? Are there systematic differences between school-aged students in public and nonpublic programs which are unrelated to services needed?
>
> What public and nonpublic programs currently exist for serving school-aged Levels V and VI handicapped students? What are the characteristics of these programs, and how do public and nonpublic services addressing similarly handicapped conditions compare?
>
> What are the characteristics of services actually being provided to school-aged students in the Levels V and VI public and nonpublic programs enumerated above? Do the services provided match program descriptions? Do they meet the needs of the student as specified on the individualized educational program (IEP)? Do the services provided meet minimal educational standards as required by the Maryland State Special Education Bylaw?
>
> What are the costs of Levels V and VI public and nonpublic programs? How do they compare? (NOTE: Contained in Appendix A are the Evaluation Questions.)

Background[2]

The Office of Continuum Education (currently the Office of Special and Alternative Education) was formed by the Montgomery County Public Schools (MCPS) in fiscal year 1977. The office was charged with coordinating supplementary and special education programs to ensure that students with special needs receive the most from their public school education, identifying special learning needs not being met in "regular" programs, and planning and directing adult education and summer school.

In FY 1979, the Board of Education of MCPS requested an evaluation of the Office of Continuum Education and directed the Department of Educational Accountability (DEA) to design and implement the study. During FY 1980 a legal analysis comparing federal, state and local policies affecting handicapped students in MCPS was conducted. During FY 1981, a second evaluation was conducted examining broad policy issues related to student placement, service delivery, and reevaluation. This study focused mainly on programs provided by the public schools and could not adequately examine critical issues related to nonpublic services.

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[2] Both past and present names of offices, laws and regulations, titles, subtitles and chapters will be used interchangeably throughout the final report. The terms public/nonpublic, public/private and internal/external are used interchangably throughout the report and refer to MCPS programs as opposed to those outside of MCPS.

MCPS is presently providing service to handicapped students in accordance with Code of Maryland Regulations (COMAR) Title 13 A, Subtitle 05, Chapter 01. Programs for handicapped students (provided by MCPS at the time of the study) birth through 20 years of age, included the following handicapping conditions.

Speech Impaired-Articulation (Moderate)
Speech Impaired-Language (Moderate)
Speech Impaired-Language (Moderate-Severe)
Speech Impaired-Language (Severe)
Mentally Retarded (Mild)
Mentally Retarded (Moderate)
Mentally Retarded (Severe)
Mentally Retarded (Profound)
Auditory Impaired (Moderate)
Auditory Impaired (Severe)
Auditory Impaired (Profound)
Visually Impaired (Monocular/Reduced Acuity)
Visually Impaired (Educationally Blind)
Visually Impaired (Partially Sighted)
Visually Impaired (Legally Blind)
Emotionally Disturbed
Learning Disabled
Orthopedic Impaired
Other Health Impaired
Multiple Handicapped
In Need of Assessment
Special Need (Non-Categorical)

The distribution of services by handicapping condition is diverse. There were approximately 12,000 special education students served by MCPS in FY 1980. The largest number of students were served in levels one through four of the Continuum of Services, while approximately 20 percent of the population were served in Levels V and VI. Students in Level VI are served in nonpublic (External) settings. However, MCPS does utilize the Regional Institute for Children and Adolescents, (RICA II), a state operated cooperative facility located in Rockville, Maryland. MCPS places both Level V and VI students at RICA and is responsible for the educational component. For the purposes of this study, MCPS students (Levels V and VI) receiving services at RICA were considered public school (Internal) students. Table A below shows the distribution of school-aged (5-20) program participants at these levels.

TABLE A

Number of School-Aged Students Served in Levels V and VI Internal and External Programs December, 1980

Level of Placement	Type of Placement		
	Internal	External	Total
Level V	2,050[1]	230	2,280
Level VI	0[1]	180	180
Total	2,050	410	2,460

[1] Does not include MCPS students receiving services at RICA

(NOTE: Student and program data for this evaluation covered the 1981-82 school year.)

The 410 (External) school-aged students were being provided services in approximately 50 schools. The projected costs to MCPS for educating the 410 nonpublic school-aged students in Levels V and VI were approximately $4,000,000. Most of the Level VI External residential students were placed in schools up and down the east coast with the exception of a few students placed in schools in Ohio, Illinois, and Kansas. All the MCPS Level V Internal students were being served through the Department of Multifacility/Alternative Centers of the Office of Continuum Education. These students were housed in approximately 20 different locations throughout the county. The projected cost for educating the 2,050 students in Level V Internal programs is approximately $9,902,967.

There has been, and continues to be, considerable controversy over the use of nonpublic (External) programs for serving handicapped students.

There have been questions raised concerning the costs of private services, specifically, whether services provided privately could be more cost-effectively provided by the public schools. Further, there is a real fear that the tuition that MCPS must pay for nonpublic services will grow disproportionately, draining resources which otherwise would be available for other MCPS students. In contrast, proponents of the private sector feel that not only are nonpublic services cost-effective, but that they actually may provide higher quality services at a lower cost than MCPS would be able to provide.

Little detailed comparative information currently exists with which to address these questions and evaluate these conflicting claims. Policymakers have heard considerable debate but received little factual information. The goal of this study is to gather relevant information on costs and program quality which will provide a sound basis for both assessment of current services and future program planning.

Methodology

The methodology employed for this study differs for some of the five major questions. Questions 1, 2, and portions of 4 studied the total population of Levels V and VI school-aged handicapped learners (based on 3/4/82 CEDS records). Question 3 and portions of 4 (cost effectiveness) utilized a sampling technique. Question 5 is a major summary question which of necessity draws upon the previous four questions and therefore considers total population and samples.

(NOTE: For the purposes of this study, RICA serving only emotionally disturbed children was included as a public (Internal) program serving both Level V and VI students.)

Question 1: What are the characteristics of school-aged students being served in Levels V and VI public and nonpublic programs? Are there systematic differences between students in public and nonpublic programs which are unrelated to services needed?

Demographic information on all Levels V and VI school-aged students was retrieved by DEA from the Continuum Education Data System (CEDS) 3/4/82 tapes. The student information gathered included: race, sex, date of birth, handicapping condition, and current level of service. The data were used to provide MCPS with a description of the composition of the students placed in Levels V and VI Internal and External programs by handicapping condition and as an assessment of whether or not the groups differed systematically in characteristics unrelated to services needed. (See Appendix A for a complete set of evaluation questions, evaluation standards, data sources, and decision factors for Question 1.)

Question 2: What Levels V and VI public and nonpublic programs currently exist for serving handicapped students? What are the characteristics of these programs, and how do public and nonpublic programs addressing similarly handicapping conditions compare?

The tasks relating to Question 2 included analyzing and displaying descriptive data on programs and distribution of students by program. Information utilized to develop the report on public and nonpublic programs was dependent largely upon the adequacy of program descriptions furnished by MCPS/DEA. Using these data, MCPS and Virginia Tech developed descriptions of the programs including handicapping conditions served, age range served, services available, related services available, unique program options, unique exclusion factors, range of tuition, and location. (See Appendix A for a complete set of evaluation questions, evaluation standards, and decision factors for Question 2.)

Question 3: What are the characteristics of services actually being provided to school-aged students in Levels V and VI public and nonpublic programs? Do the services provided match the program specifications developed in Question 2 above? Do the services meet the needs of the student as specified on the individualized educational program? Do the services provided meet minimal educational standards as required by the Maryland State Special Education Bylaw?

A stratified random sample of nonpublic schools was selected containing 22 schools within a 300-mile radius of Rockville and 5 schools outside a 300-mile radius.[3] (See Appendix B for lists of schools visited.) The methodology employed in developing the sample utilized the arbitrary 300-mile radius for time, distance and budgeting factors. However, it was determined that a representative sample of schools outside the 300-mile radius was necessary to assure some degree of determining the uniqueness of those programs utilized by MCPS. Each school in the two subgroups of the sample was weighted by number of MCPS children enrolled prior to the random draw for inclusion. The sample (within 300 miles) was modified when it was determined that two schools were in reality under one administration. This fact reduced the original sample by one school, and one additional school was randomly selected using the original procedure. The sample was verified by DEA and Placement Unit staff as being representative of the range of handicapping conditions served in nonpublic Level V and VI programs.

---

[3] Due to budgetary constraints of travel funds and MCPS' removal of students, only 3 schools outside the 300-mile radius were visited.

A public student sample was derived by matching public school students with students in the nonpublic program sample. In an attempt to explore differences and similarities of students in public and nonpublic facilities, 20 Level V public school students were matched by handicapping condition, race, sex and age with 20 Level V nonpublic school students. A similar match of Level VI students was derived using Level VI MCPS RICA students and Level VI nonpublic students. Seven such matches were possible. The Level VI matched students must be considered as a contrived match since RICA is not an MCPS facility. The public schools selected for site visits included the schools of the 20 "matched" students. While it may appear to the reader that such matching would be extremely difficult to achieve, a population of 2200 students existed from which matches for only 27 students were sought. Close matches were achieved in all cases.

Minimum educational standards applied were those requirements of federal and Maryland statutes, bylaws, and regulations. Interview guides, record review forms, observation protocols, and surveys were developed from previous fiscal and evaluation studies completed by

Virginia Tech staff/consultant and other instrumentation available within the literature. All such instrumentation related directly to the detailed evaluation questions.

Program quality may be seen as an elusive variable. To a degree, quality was impossible to quantify and the experience and expertise of the project director and staff were utilized in assessment of quality. This fact was recognized by MCPS awarding the contract. The project director's 25 years of professional experience in special education at the local, state, and national levels has resulted in his being certified as an expert on many phases of special education. Such expertise has been recognized not only in consulting and evaluation roles but also as a witness in due process hearings; state and federal judicial proceedings; and local, state, and federal legislative testimony.

Quality of program and the statutory terminology of "appropriate" are related. Public Law 94-142 requires that a free, appropriate public education be provided for every eligible handicapped child. Appropriateness, while not defined directly, is in reality the special education and related services outlined in the individual education program which was agreed to by school authorities and the parents. Partial determination of quality was derived from record reviews, observations, interviews, program descriptions, and IEP's on selected individual handicapped learners. Specifically, the requirement that providers -- public or private -- must be certified or eligible for certification was assessed in all sampled centers. The IEP also provided the opportunity to assess many service dimensions on a yes or no basis. Were all the services in the IEP being provided? Were all the services being provided in the quantity or amount specified? Were the providers qualified (certified)?

Determination of placement was not addressed on the basis of the adequacy of original diagnosis and evaluation. It was addressed on how the student arrived at the current placement (ARD decision, parental placement, appeal or other). Assessment and diagnostic data were reviewed to determine what evaluations were performed by MCPS and by the program of current placement.

An agreement was made with MCPS to assess quality by comparison of current (1981-82) IEP's and one-year-old (1980-81) IEP's (when available) to determine what, if any, progress has been made in achieving long-range (annual) goals and short-term instructional objectives. A total lack of progress did not necessarily mean the program was low in quality but may mean the IEP was poorly designed. It must be remembered many Level V and VI handicapped learners progress in very small increments.

Teachers and other providers should not use the IEP as a total treatment or lesson plan. The IEP was never intended to replace such plans. Virginia Tech staff asked providers to share treatment and/or lesson plans developed in addition to the basic IEP. Providers were then asked to justify the rationale for the plan and relate their activities to the IEP goals or objectives. Once again the experience and expertise factor of Virginia Tech staff was utilized in judging such responses. The lack of clear treatment or lesson plans would suggest a lack of quality based upon MCPS requirements (standards).

A structured interview guide was developed for utilization with a random sample of parents of Level V and VI children. The qualitative dimension sought in the parent interviews related to assessing appropriate program and required parental involvement as opposed to satisfaction or dissatisfaction with a program. Virginia Tech staff developed and tested the guide which was administered by MCPS telephone interviewers to the parents sampled. Telephone interviewers identified themselves as data collectors for Virginia Tech, and documented responses on forms were computer analyzed by MCPS. (See Appendix A for a complete set of evaluation questions, evaluation standards, data sources, and decision factors for Question 3.)

Question 4: What is the cost of Levels V and VI public and nonpublic programs? How do they compare?

Cost models were developed for descriptive and comparative analyses of the costs of providing services to MCPS students in Levels V and VI. (See introduction to Study Question 4 for cost models.)

The models provide a series of comparative data analyses which enable program planners to compare costs of programs serving students with similar handicapping conditions over the past five years. Projected increases in costs per student were developed in order that decisions could be made over an extended time frame.

Total costs for serving Levels V and VI students by MCPS were identified by functions including: administrative salaries, instructional salaries, materials/supplies/textbooks, equipment, travel, and contract services. When available, contracted private schools' costs of serving MCPS Levels V and VI students were obtained. Additionally, supplemental costs were identified including: special education and general education overhead, and transportation costs.

When all handicapping conditions were represented in sufficient quantities in both public and nonpublic services, then comparable total costs per pupil were identified in accordance with the program. For the public Level V pupils, costs were identified in order to determine aggregate costs per pupil. As a minimum, costs per Level V pupil were obtained for the following functions: overhead, instructional/noninstructional materials, equipment, and pupil transportation. In addition to tuition charges for those Level V students served by nonpublic facilities, MCPS overhead and transportation expenses were assessed in order to ascertain total costs per Level V pupil served by the External facilities.

Since MCPS is providing no public services for Level VI students internal to the district (RICA does contain a residential component) and relies upon contracts with External facilities, an expanded cost model is presented.

The identification of aggregate costs for Level VI External programs was obtained in a similar fashion as the costs for Level V External programs. That is, MCPS overhead and transportation expenses were added to the tuition charges assessed by the nonpublic facilities. Virginia Tech attempted to obtain comparable cost data from RICA, Local Education Agencies and State Education Agencies (LEA'S & SEA's) which are providing public residential services for Level VI-type pupils. It was not feasible to obtain cost data from other LEA's/SEA's and RICA II which could be considered comparable.

For both Level V and Level VI programs, cost data per pupil were developed for a series of classifiers. As a minimum, costs per student were determined by school/facility (Public/Nonpublic; Internal/External) and by program. (See Appendix A for a complete set of evaluation questions, evaluation standards, data sources and decision factors for Question 4.) For continuity of presentation certain evaluation questions listed under Study Question 4 are presented in Study Question 5. A cost model was developed and is presented in Volume II along with other fiscal aspects of the evaluation.

Question 5: Is the current distribution of school-aged Levels V and VI public and nonpublic programs cost effective? If the distribution is not cost effective (a) should existing Levels V and VI public and nonpublic programs be expanded? (b) should new Levels V and VI public and nonpublic programs be developed? (c) should services now being provided by the nonpublic sector be provided by the public sector? (d) should services now being provided by the public sector be provided by the nonpublic sector?

The results of the entire study were extensively reviewed and analyzed, and recommendations were prepared by the project staff/consultant. There were many policy implications to be derived from a study of this importance. The answers to this question resulted from an analysis of the data from the previous questions.

Study Format

Due to the characteristics and amount of information contained in the study, this report is presented in three volumes. Volume I contains the responses to Study Questions One, Two, and Three. These questions are concerned with student and program characteristics and program quality. Volume II contains the response to Study Question Four concerning program costs. Volume III addresses Study Question Five, conclusions and recommendations of the study. The Executive Summary answers all five questions in a brief form and includes the recommendations of the study.

Each volume has its own Table of Contents and Appendix to aid the reader in finding, understanding, and gaining additional information regarding the study. Volume II contains a Glossary of terms.

Limitations

Readers of the report should note that during the conduct of this evaluation study a number of findings resulted in limitations to the study. Such findings are presented in this final report and include the following:

Incompleteness of data received from DEA which had been supplied by various MCPS divisions and departments including such things as student data, fiscal data, and outdated program descriptions.

Other factors which were limitations to the study include:

a. The study was confined to school age students;

b. Low numbers of students exist in various categories of placement by handicapping condition;

c. In comparing sex data, certain nonpublic schools served only one sex;

d. For students in the matched sample, matching was accomplished by primary handicapping conditions, then by age, sex, and race;

e. During the collection of data, the condition of autism was included under the heading of emotionally impaired (disturbed) but has subsequently been switched to the category of other health impaired in federal definitions.

Outdated program descriptions furnished to the contractor were updated for those schools receiving site visits. For those schools not site visited, the contractors utilized the data supplied by MCPS and cannot assume they are accurate.

Multiple data sources were utilized in the conduct of the study. The record review form was completed by MCPS staff from central placement unit files. Virginia Tech staff completed the forms from school records during site visits. Interviews with school administrators, teachers, and related service providers were conducted on site to verify program descriptions, validate record review data, and gain any additional information possible. Classroom and therapy observations were conducted on site for students in the matched sample. A random sample of parents was selected for telephone interviews conducted by MCPS employees. Fiscal data were collected from MCPS through budgets and accounting records. Where allowed, fiscal data were collected on site in nonpublic facilities.

Given all of the above constraints, the contractors believe this report presents as accurate a picture of Level V and VI programs in the public and nonpublic sectors as was possible.

STUDY QUESTION 1

What are the characteristics of school-aged students being served in Level V and Level VI public and nonpublic placements? Are there systematic differences between students in public and nonpublic placements which are unrelated to services needed?

To respond to the above study questions, a series of evaluation questions were developed (See Study Design Q 1 / 1.1 - 2.4). All data contained in Study Question 1 are from the 1981-82 school year. Data on characteristics of Level V and Level VI students including race, sex, age, and numbers of students by handicapping condition, Level, and type of placement were obtained from Montgomery County Public Schools (MCPS) , Continuum Education Data System (CEDS) records (3/4/82 computer run).

Numbers of Students, Levels, Types of Placements, and Categories of Handicapping Conditions

Before addressing the evaluation questions, it is necessary to present data on the number of students, their levels and types of placements, and the types of handicapping conditions in which students are classified. The records indicate that there were 2,204 Level V and Level VI students in public (Internal) and nonpublic (External) placements. Internal placements include Level V and Level VI students placed at the Regional Institute for Children and Adolescents, Number II (RICA). RICA is a state operated cooperative facility serving Level V and Level VI emotionally impaired students. MCPS is responsible for the educational component at RICA. Displayed in Table 1, p. 25 are the number of handicapped students by level (V or VI) and by type of placement (Internal-public or External-nonpublic) for school year 1981-82.

For the 1981-82 school year 92.28% of the Level V students were in Internal placements, while 7.72% were in External placements. During the same school year 5.24% of the Level VI students received their education in Internal placements (RICA), while 94.76% were educated in External placements.

MCPS records indicate that in school year 1981-82 there were 23 different categories of handicapping conditions of Level V and Level VI students. Figure 1

TABLE 1

Number of Handicapped Students by Level by Type of Placement School Year 1981-82

Level of Placement	Type of Placement		
	Internal	External	Total
Level V	1,840	154	1,994
Level VI	11	199	210
Total	1,851	353	2,204

FIGURE 1

Handicapping Conditions of Level V and Level VI Students in Internal and External Placements[1] School Year 1981-82

MCPS Code	Handicapping Condition	Type of Placement[2]			
		Level V		Level VI	
		Internal	External	Internal	Externa
86	Speech Impaired-Articulation (Moderate)				X
92	Speech Impaired-Language (Moderate)	X			
93	Speech Impaired-Language (Moderate-Severe)		X		
94	Speech Impaired-Language (Severe)		X		
101	Mentally Retarded (Mild)	X			X
102	Mentally Retarded (Moderate)	X	X		X
103	Mentally Retarded (Severe)	X	X		X
104	Mentally Retarded (Profound)	X			X
112	Auditory Impaired (Moderate)	X			
113	Auditory Impaired (Severe)	X			X
114	Auditory Impaired (Profound)	X			
131	Visually Impaired (Monocular/Reduced Acuity)	X			
132	Visually Impaired (Educationally Blind)	X			
133	Visually Impaired (Partially Sighted)	X			
134	Visually Impaired (Legally Blind)	X			
140	Emotionally Disturbed	X	X	X	X
150	Learning Disabled	X	X		X
160	Orthopedic Impaired	X	X		X
170	Other Health Impaired	X	X		X
182	Multiple Handicapped	X	X		X
190	In Need of Assessment[3]	X			X
202[4]					X
291	Special Need (Non-Categorical)	X			X

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[1] Codes and handicapping conditions obtained from Continuum Education Data System Referenc Manual, 1980, and CEDS Packet of Information & Procedures, 1981-82.

[2] X indicates MCPS students receiving services in the Type of Placement.

[3] Students may be classified under any handicapping condition, but are in need of assessme

[4] No code or corresponding type of handicapping condition could be found in the Continuum Education Data System Reference Manual, 1980, or CEDS Packet of Information & Procedures 1981-82.

contains the computer codes and handicapping conditions and indicates whether there were any Level V or Level VI students in Internal or External placements within the handicapping condition.

> For school-aged students with the same handicapping condition, do differences exist in the characteristics of students served by public (Internal) v. nonpublic (External) placements?

This question is divided into subquestions (1.1 - 1.6) by level (V or VI) and characteristics (race, sex, and age). The characteristics of school-aged students of the same level with the same handicapping condition served internally might be expected to equate to those served externally.

Methodology

For each of the subquestions, the presenting categories of handicapping conditions were isolated, and the percent of students by characteristic by type of placement was calculated. Within each handicapping condition, the difference in the percentage of students by characteristic by type of placement was then computed. A difference level of ± 10% was set _a priori_ to indicate systematic differences in characteristics between students receiving services internally (MCPS Level V students and MCPS - RICA Level VI students) an externally (MCPS Level V and VI students in nonpublic placements).

1.1 Do systematic differences exist in the race of Level V students with the same handicapping condition in public (Internal) and nonpublic (External) placements?

Comparisons of the percentages of Level V Inte and Level V External students by race by handicap condition will be presented by handicapping condi The races, as identified by MCPS, are American In Asian, Black, Hispanic, and White. Records indi that there were Level V Internal and External pla

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for the following handicapping conditions: Mentally Retarded (Moderate); Mentally Retarded (Severe); Emotionally Disturbed; Learning Disabled; Orthopedic Impaired; Other Health Impaired; and Multiple Handicapped.

Mentally Retarded (Moderate)

MCPS records indicate that 274 Level V Mentally Retarded (Moderate) students received services internally, and 16 received services externally. Displayed in Table 2 are the percentages of Mentally Retarded (Moderate) Level V students by race and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 2 indicate that the percentages of American Indians, Blacks, and Hispanics were greater in Level V Internal placements, and the percentages of Asians and Whites were greater in External placements. There were no American Indian or Hispanic Level V students in External placements at the time of data collection. The differences in percentages between types of placements were not significant at the ± 10% level. (This level was agreed to by contractor

TABLE 2

Percent of Level V Mentally Retarded (Moderate) Students by Type of Placement by Race School Year 1981-82

Type of Placement	Race				
	American Indian	Asian	Black	Hispanic	White
Level V Internal	1.46 (4)	4.01 (11)	16.79 (46)	4.38 (12)	73.36 (201)
Level V External	0.00	6.25 (1)	12.50 (2)	0.00	81.25 (13)
Difference	1.46	-2.24	4.29	4.38	-7.89

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same

and MCPS as a criterion level.) It may be concluded that there is no significant difference in the racial proportions between Level V Mentally Retarded (Moderate) students receiving services internally and Level V Mentally Retarded (Moderate) students receiving services externally.

Mentally Retarded (Severe)

MCPS records indicate that 25 Level V Mentally Retarded (Severe) students received services internally, and 2 received services externally. Displayed in Table 3 are the percentages of Mentally Retarded (Severe) Level V students by race and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 3 indicate that both Mentally Retarded (Severe) students receiving services externally were of the White race. While the level of difference is greater than ± 10% for Black students (16.00%) and White students (-20.00%), the total number of students placed externally (2) is too small to indicate a disproportionate number of Mentally Retarded (Severe) students in External placements of the White

TABLE 3

Percent of Level V Mentally Retarded (Severe)
Students by Type of Placement by Race
School Year 1981-82

Type of Placement	Race				
	American Indian	Asian	Black	Hispanic	White
Level V Internal	0.00	0.00	16.00 (4)	4.00 (1)	80.00 (20)
Level V External	0.00	0.00	0.00	0.00	100.00 (2)
Difference	0.00	0.00	16.00*	4.00	-20.00*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same

race or disproportionate number in Internal placements of the Black race.

Emotionally Disturbed

MCPS records indicate that 502 Level V Emotionally Disturbed students received services internally and 60 received services externally. Displayed in Table 4 are the percentages of Emotionally Disturbed Level V students by race and by type of placement, and the differences in percentages between type of placement.

Data contained in Table 4 indicate that the percentages of Black and Hispanic students were greater in Level V Internal placements, and the percentages of Asian and White students were greater in External placements. There were no American Indian Level V Emotionally Disturbed students at the time of data collection. The differences in percentages between types of placement of Black Emotionally Disturbed Level V students were significant at the ± 10% level (11.91%), with a greater proportion of Black students being educated in Internal placements.

TABLE 4

Percent of Level V Emotionally Disturbed Students by Type of Placement by Race School Year 1981-82

Type of Placement	Race American Indian	Asian	Black	Hispanic	White
Level V Internal	0.00	1.60 (8)	21.91 (110)	1.39 (7)	75.10 (377)
Level V External	0.00	5.00 (3)	10.00 (6)	0.00	85.00 (51)
Difference	0.00	-3.40	11.91*	1.39	-9.90

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same

Learning Disabled

MCPS records indicate that 400 Level V Learning Disabled students received services internally, and 17 received services externally. Displayed in Table 5 are the percentages of Learning Disabled Level V students by race and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 5 indicate that the percentages of Blacks and Hispanic students were greater in Level V Internal placements, and the percentages of Asian and White students were greater in External placements. There were no American Indian Level V Learning Disabled students at the time of data collection. The differences in percentages between types of placement are not significant at the ± 10% level. Therefore, it may be concluded that there is no significant difference in the racial proportions between those Level V Learning Disabled students receiving services internally and those receiving services externally.

TABLE 5

Percent of Level V Learning Disabled Students by Type of Placement by Race School Year 1981-82

Type of Placement	Race American Indian	Asian	Black	Hispanic	White
Level V Internal	0.00	1.75 (7)	15.75 (63)	1.75 (7)	80.75 (323)
Level V External	0.00	9.52 (2)	9.52 (2)	0.00	80.96 (17)
Difference	0.00	-7.77	6.23	1.75	-0.21

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same

Orthopedic Impaired

MCPS records indicate that 69 Level V Orthopedic Impaired students received services internally, and 2 received services externally. Displayed in Table 6 are the percentages of Orthopedic Impaired Level V students by race and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 6 indicate that both Orthopedic Impaired Level V students receiving services externally were of the White race. While the level of difference is greater than ± 10% for Black students (14.49%) and White students (-25.64%), the total number of students in External placements (2) is too small to indicate a disproportionate number of Orthopedic Impaired students in External placements of the White race or disproportionate number in Internal placements of the Black race.

Other Health Impaired

MCPS records indicate that one Level V Other Health Impaired student received services internally, and one received services externally. Displayed in Table 7 are the percentages of Other Health Impaired Level V

TABLE 6

Percent of Level V Orthopedic Impaired Students by Type of Placement by Race School Year 1981-82

Type of Placement	Race				
	American Indian	Asian	Black	Hispanic	White
Level V Internal	0.00	5.8 (4)	14.49 (10)	4.35 (3)	75.36 (52)
Level V External	0.00	0.00	.00	0.00	100.00 (2)
Difference	0.00	5.80	14.49*	4.35	-25.64*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same

TABLE 7

Percent of Level V Other Health Impaired Students by Type of Placement by Race School Year 1981-82

Type of Placement	Race				
	American Indian	Asian	Black	Hispanic	White
Level V Internal	0.00	0.00	0.00	0.00	100.00 (1)
Level V External	0.00	0.00	0.00	0.00	100.00 (1)
Difference	0.00	0.00	0.00	0.00	0.00

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same

students by race and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 7 indicate that both students identified as Level V Other Health Impaired were of the White race. There is no difference in the percentages of Other Health Impaired Level V students in Internal placements and External placements.

Multiple Handicapped

MCPS records indicate that 302 Level V Multiple Handicapped students received services internally, and 41 received services externally. Displayed in Table 8 are the percentages of Multiple Handicapped Level V students by race and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 8 indicate that the percentages of American Indian and Black students were greater in Level V Internal placements, and the percentages of Asian, Hispanic and White students were greater in External placements. There were no American Indian Level V Multiple Handicapped students in External placements at the time of data collection. The differences in percentages between types of placement of

TABLE 8

Percent of Level V Multiple Handicapped Students by Type of Placement by Race School Year 1981-82

Type of Placement	Race American Indian	Asian	Black	Hispanic	White
Level V Internal	0.66 (2)	0.66 (2)	23.84 (72)	2.32 (7)	72.52 (219)
Level V External	0.00	4.88 (2)	12.20 (5)	2.44 (1)	80.48 (33)
Difference	0.66	-4.22	11.64*	-0.12	-7.96

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same

Black Multiple Handicapped Level V students were significant at the ± 10% level, with a greater proportion of Black students being educated in Internal placements.

Summary

In summary, there appear to be two handicapping conditions in which a disproportionate number of Level V students by race were receiving services internally. Level V Emotionally Disturbed and Multiple Handicapped Black students were receiving services in disproportionate numbers in MCPS Internal programs during the 1981-82 school year.

1.2 Do systematic differences exist in the sex of Level V students with the same handicapping condition in public (Internal) and nonpublic (External) placements?

Comparisons of the percentages of Level V Internal and Level V External students by sex by handicapping condition will be presented by handicapping condition. Records indicate that students were receiving services in Level V Internal and External placements in the following handicapping conditions: Mentally Retarded (Moderate); Mentally Retarded (Severe); Emotionally Disturbed; Learning Disabled; Orthopedic Impaired; Other Health Impaired; and Multiple Handicapped.

Displayed in Table 9 (p. 47) are the percent of Level V Handicapped students by type of placement by handicapping condition controlling for sex.

Mentally Retarded (Moderate)

Data contained in Table 9 indicate that 52.92% of the 274 Level V Mentally Retarded (Moderate) students in Internal placements were males, and 47.08% were females; 68.75% of the 16 students in External placements were males, while 31.25% were females. The differences in percentages between types of placement of Mentally Retarded (Moderate) students by sex was significant at the ± 10% level (M = -15.83%, F = 15.83%), with a disproportionate number of males receiving services in External placements and a disproportionate number of females receiving services in Internal placements.

Mentally Retarded (Severe)

Data contained in Table 9 indicate that 52.00% of the 25 Level V Mentally Retarded (Severe) students in Internal placements were males and 48.00% were females. 50.00% of the two students in External placements were males while 50.00% were females. The differences in percentages between types of placements of Mentally Retarded (Severe) students by sex was not significant at the ± 10% level (M = 2.00%; F = -2.00%).

The number of students placed externally (2) is too small to make conclusions about proportionate placement by sex.

Emotionally Disturbed

Data contained in Table 9 indicate that 82.07% of the 502 Level V Emotionally Disturbed students in Internal placements were males and 17.93% were females. 85.00% of the 60 students in External placements were males while 15.00% were females. The differences in percentages between types of placement of Emotionally Disturbed students by sex were not significant at the ± 10% level (M = -2.93%; F = 2.93%). The types of placements of Level V Emotionally Disturbed students were proportional by sex.

Learning Disability

Data contained in Table 9 indicate that 81.25% of the 400 Level V Learning Disabled students in Internal placements were males and 18.75% were females. Of the 21 students in External placements, 80.95% were males, while 19.05% were females. The differences in percentages between types of placement of Learning Disabled students by sex was not significant at the ±10% level (M = .03%; F = -.03%). The types of placement of Level V Learning Disabled students are proportionate by sex.

Orthopedic Impaired

Data contained in Table 9 indicate that 53.62% of the 69 Level V Orthopedic Impaired students in Internal placements were males and 46.38% were females. Of the 2 students in External placements, 100% were males. While the differences in percentages between types of placement of Orthopedic Impaired students by sex was significant at the ± 10% level (M = -46.38%; F = 46.38%), the number of students in External placements (2) was too small to conclude disproportionate placement by sex.

Multiple Handicapped

Data contained in Table 9 indicate that 81.46% of the 302 Level V Multiple Handicapped students in Internal placements were males and 18.54% were females. Of the 21 students in External placements, 63.41% were males, while 36.59% were females. The differences in percentages between types of placement of Multiple Handicapped students by sex was significant at the ± 10% level (M = 18.05%; F = -18.05%), with a disproportionate number of females receiving services in External placements and a disproportionate number of males receiving services in Internal placements.

Summary

In summary, there appear to be two handicapping conditions in which a disproportionate number of Level V students were receiving services by type of placement by sex. A disproportionate number of Mentally Retarded (Moderate) males and Multiple Handicapped females were being educated in External placements. (A disproportionate number of Mentally Retarded (Moderate) females and Multiple Handicapped males were being educated in Internal placements).

TABLE 9

Percent of Level V Handicapped Students by Type of Placement by Handicapping Condition Controlling for Sex School Year 1981-82

Type of Placement	Handicapping Condition													
	Mentally Retarded (Moderate)		Mentally Retarded (Severe)		Emotionally Disturbed		Learning Disabled		Orthopedic Impaired		Other Health Impaired		Multiple Handicapped	
	Sex		Sex		Sex		Sex		Sex		Sex		Sex	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Level V Internal	52.92 (145)	47.08 (129)	52.00 (13)	48.00 (12)	82.07 (412)	17.93 (90)	81.25 (325)	18.75 (75)	53.62 (37)	46.38 (32)	100.00 (1)	0.00	81.46 (246)	18.54 (56)
Level V External	68.75 (11)	31.25 (5)	50.00 (1)	50.00 (1)	85.00 (51)	15.00 (9)	80.95 (17)	19.05 (4)	100.00 (2)	0.00 (0)	0.00	100.00 (1)	63.41 (26)	36.59 (15)
Difference	-15.83*	15.83*	2.00	-2.00	-2.93	2.93	0.30	-0.30	-46.38*	46.38*	100.00*	-100.00*	18.05*	-18.05*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data are displayed between as opposed to among. Results are essentially the same except in MR (Moderate)

1.3 Do systematic differences exist in the ages of Level V students with the same handicapping condition in public (Internal) and nonpublic (External) placements?

Comparisons of the percentages of Level V Internal and External students by age by handicapping condition will be presented by handicapping condition. The data obtained on the age of Level V students are in year of birth. The reader may compute the approximate ages of the students by subtracting the year of birth from the year 1982. Students' actual ages may vary due to the month of the year of birth. The range in years of birth of Level V handicapped students is from 1960-1976.

Records indicate that there were Level V Internal and External placements for the following handicapping conditions: Mentally Retarded (Moderate); Mentally Retarded (Severe); Emotionally Disturbed; Learning Disabled; Orthopedic Impaired; Other Health Impaired; and Multiple Handicapped.

Mentally Retarded (Moderate)

MCPS records indicate that 25 Mentally Retarded (Moderate) students received services in Internal placements and 16 received services in External placements. Displayed in Table 10 are the percentages of Mentally Retarded (Moderate) Level V students by year of birth by type of placement, and the differences in percentages between types of placement.

Data contained in Table 10 indicate that except for students born in 1976 all Level V Mentally Retarded (Moderate) students in External placements were born between the year 1961 and 1969 (93.75%). It appears students in External placements were older (adolescents and above). The differences in percentages between types of placement of Level V Mentally Retarded (Moderate) students born in the years 1963, 1964, and 1969 were significant at the ±10% level (1963 = -11.09%; 1964 = -15.50%; 1969 = -11.45%), with a disproportionate number of students born in those years receiving services in External placements.

Mentally Retarded (Severe)

MCPS records indicated that 25 Level V Mentally

TABLE 10

Percent of Level V Mentally Retarded (Moderate) Students by Type of Placement by Year of Birth
School Year 1981-82

Type of Placement	Year of Birth								
	1960	1961	1962	1963	1964	1965	1966	1967	1968
Level V Internal	3.28 (9)	4.74 (13)	8.03 (22)	7.66 (21)	9.50 (26)	6.93 (19)	8.77 (24)	10.59 (29)	5.11 (14)
Level V External	0.00	6.25 (1)	0.00	18.75 (3)	25.00 (4)	6.25 (1)	6.25 (1)	6.25 (1)	6.25 (1)
Difference	3.28	-1.51	8.03	-11.09*	-15.50*	0.68	2.52	4.34	-1.14

Type of Placement	Year of Birth							
	1969	1970	1971	1972	1973	1974	1975	1976
Level V Internal	7.30 (20)	6.93 (19)	4.01 (11)	6.20 (17)	4.38 (12)	2.92 (8)	3.65 (10)	0.00 (0)
Level V External	18.75 (3)	0.00	0.00	0.00	0.00	0.00	0.00	6.25 (1)
Difference	-11.45*	6.93	4.01	6.20	4.38	2.92	3.65	-6.25

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Retarded (Severe) students received services internally and 2 received services externally. Displayed in Table 11 are the percentages of Mentally Retarded (Severe) Level V students by year of birth and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 11 indicate that the only 2 students in External placements were born in 1967 and 1970. While the level of difference between types of placement is greater than ±10% in 1962, 1964, 1967, 1968, 1970, and 1975, the number of External Level V Mentally Retarded (Severe) students (2) is too small to conclude disproportionate Internal or External placement by ages.

Emotionally Disturbed

MCPS records indicated that 502 Level V Emotionally Disturbed students received services Internally and 60 received services Externally. Displayed in Table 12 are the percentages of Emotionally Disturbed Level V students by year of birth and by type of placement, and the differences in percentages between types of placement.

TABLE 11

Percent of Level V Mentally Retarded (Severe) Students by Type of Placement by Year of Birth School Year 1981-82

Type of Placement	Year of Birth					
	1961	1962	1963	1964	1965	1967
Level V Internal	4.00 (1)	16.00 (4)	4.00 (1)	12.00 (3)	8.00 (2)	4.00 (1)
Level V External	0.00	0.00	0.00	0.00	0.00	50.00 (1)
Difference	4.00	16.00*	4.00	12.00*	8.00	-46.00*

Type of Placement	Year of Birth					
	1968	1969	1970	1971	1972	1975
Level V Internal	16.00 (4)	4.00 (1)	8.00 (2)	4.00 (1)	8.00 (2)	12.00 (3)
Level V External	0.00	0.00	50.00 (1)	0.00	0.00	0.00
Difference	16.00*	4.00	-46.00*	4.00	8.00	12.00*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

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TABLE 12

Percent of Level V Emotionally Disturbed Students by Type of Placement by Year of Birth School Year 1981-82

Type of Placement	Year of Birth								
	1960	1961	1962	1963	1964	1965	1966	1967	1968
Level V Internal	0.20 (1)	1.20 (6)	2.58 (13)	5.98 (30)	17.33 (87)	17.73 (89)	18.92 (95)	15.14 (76)	9.56 (48)
Level V External	0.00 (0)	0.00 (0)	0.00 (0)	3.33 (2)	6.67 (4)	8.33 (5)	1.67 (1)	8.33 (5)	3.33 (2)
Difference	0.20	1.20	2.58	2.65	10.66*	9.40	17.25*	6.81	6.23

Type of Placement	Year of Birth							
	1969	1970	1971	1972	1973	1974	1975	1976
Level V Internal	7.57 (38)	3.19 (16)	0.40 (2)	0.00	0.00	.20 (1)	0.00	0.00
Level V External	16.68 (10)	15.00 (9)	8.33 (5)	6.67 (4)	8.33 (5)	5.00 (3)	5.00 (3)	3.33 (2)
Difference	-9.11	-11.81*	-7.93	-6.67	-8.33	-4.80	-5.00	-3.33

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Data contained in Table 12 indicate that Level V Emotionally Disturbed students receiving services in Internal placements were older (adolescents). Only 0.60% of the students receiving services from Internal placements were born after 1970. The Emotionally Disturbed students in External placements appeared to be younger, with 68.34% being born in 1969 or later. There were negative percentage differences for children born after 1968 indicating lesser percentages of students received services in Internal placements born in those years. The differences in percentages between types of placements of Level V Emotionally Disturbed students born in the years 1964, 1966, and 1970 were significant at the ±10% level (1964 = 10.66%; 1966 = 17.25%; 1970 = -11.81%).

Learning Disabled

MCPS records indicate that 400 Level V Learning Disabled students received services in Internal placements and 17 received services in External placements. Displayed in Table 13 are the percentages of Learning Disabled Level V students by year of birth and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 13 indicate that Level V Learning Disabled students in Internal placements were older (adolescents and above). Only 1.75% of the students receiving services internally were born after 1969. The Learning Disabled students in External placements appear to be younger, with 76.20% being born in 1969 or later. The differences in percentages between types of placement of Level V Learning Disabled students born in the years 1963, 1964, 1965, 1966, 1969, 1970, and 1972 were significant at the ±10% level (1963 = 11.74%, 1964 = 18.25%, 1965 = 12.23%, 1966 = 14.50%, 1969 = -12.29%, 1970 = -32.58%, 1972 = -14.25%). A disproportionate number of Level V Learning Disabled students born in 1963-1966 received services in Internal placements while those born in 1969, 1970 and 1972

TABLE 13

Percent of Level V Learning Disabled Students by Type of Placement by Year of Birth School Year 1981-82

Type of Placement	Year of Birth						
	1962	1963	1964	1965	1966	1967	1968
Level V Internal	1.25 (5)	16.50 (66)	18.25 (73)	21.75 (87)	14.50 (58)	12.50 (50)	11.50 (46)
Level V External	0.00	4.76 (1)	0.00	9.52 (2)	0.00	4.76 (1)	4.76 (1)
Difference	1.25	11.74*	18.25*	12.23*	14.50*	7.74	6.74

Type of Placement	Year of Birth					
	1969	1970	1971	1972	1973	1974
Level V Internal	2.00 (8)	0.75 (3)	0.25 (1)	0.25 (1)	0.00	0.50 (2)
Level V External	14.29 (3)	33.33 (7)	9.52 (2)	14.30 (3)	4.76 (1)	0.00
Difference	-12.29*	-32.58*	-9.27	-14.05*	-4.76	0.50

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

received services disproportionately in External placements.

Orthopedic Impaired

MCPS records indicate that 69 Level V Orthopedic Impaired students received services in Internal placements and 2 received services in External placements. Displayed in Table 14 are the percentages of Orthopedic Impaired Level V students by year of birth and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 14 indicate Level V Orthopedic Impaired students in Internal and External placements appear to be in the young end of the age range. Of the Level V students, 69.55% in Internal placements and 100% in External placements were born between 1969 and 1976. While the level of differences between types of placement is greater than ±10% in 1969, 1972, 1973, 1974, and 1976, the number of External Level V Orthopedic Impaired students (2) is too small to conclude disproportionate Internal or External placement by age.

TABLE 14

Percent of Level V Orthopedic Impaired Students by Type of Placement by Year of Birth School Year 1981-82

Type of Placement	Year of Birth							
	1960	1962	1963	1964	1965	1966	1967	1968
Level V Internal	1.45 (1)	1.45 (1)	4.35 (3)	2.90 (2)	7.25 (5)	2.90 (2)	7.25 (5)	2.90 (2)
Level V External	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Difference	1.45	1.45	4.35	2.90	7.25	2.90	7.25	2.90

Type of Placement	Year of Birth							
	1969	1970	1971	1972	1973	1974	1975	1976
Level V Internal	13.03	4.35	8.70	14.49	13.03	7.25	8.70	0.00
Level V External	0.00	0.00	0.00	0.00	0.00	50.00 (1)	0.00	50.00 (1)
Difference	13.03*	4.35	8.70	14.49*	13.03*	-42.75*	8.70	-50.00*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

Other Health Impaired

MCPS records indicate that 1 Level V Other Health Impaired student received services in an Internal placement and 1 received services in an External placement. Displayed in Table 15 are the percentages of Level V Other Health Impaired students by year of birth and by type of placement, and differences in percentages between types of placement.

The number of Level V Other Health Impaired students (2) is too small to make any inferences. It is interesting to note that there are no Level V Other Health Impaired students born after 1969.

Multiple Handicapped

MCPS records indicate that 302 Level V Multiple Handicapped students received services in Internal placements and 41 received services in External placements. Displayed in Table 16 are the percentages of Multiple Handicapped students by year of birth and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 16 indicate that Level V Multiple Handicapped students in Internal placements are

TABLE 15

Percent of Level V Other Health Impaired Students by Type of Placement by Year of Birth School Year 1981-82

Type of Placement	Year of Birth 1964	 1969
Level V Internal	0.00	100.00 (1)
Level V External	100.00 (1)	0.00
Difference	-100.00	100.00*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

TABLE 16

Percent of Level V Multiple Handicapped Students by Type of Placement by Year of Birth School Year 1981-82

Type of Placement	Year of Birth							
	1962	1963	1964	1965	1966	1967	1968	1969
Level V Internal	0.00	0.33 (1)	2.98 (9)	3.31 (10)	5.63 (17)	8.28 (25)	6.29 (19)	10.93 (33)
Level V External	2.44 (1)	0.00	0.00	2.44 (1)	4.88 (2)	0.00	2.44 (1)	12.19 (5)
Difference	-2.44	0.33	2.98	0.87	0.75	8.28	3.85	-1.26

Type of Placement	Year of Birth						
	1970	1971	1972	1973	1974	1975	1976
Level V Internal	15.23 (46)	12.25 (37)	11.92 (36)	8.28 (25)	9.60 (29)	4.97 (15)	0.00
Level V External	4.88 (2)	12.19 (5)	7.32 (3)	9.76 (4)	7.32 (3)	12.19 (5)	21.95 (9)
Difference	10.35*	0.06	4.60	-1.48	2.28	-7.22	-21.95*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

in the middle of the age range. Of the students in Internal placements, 64.90% were born between 1967 and 1972. The majority of students in External placements are young. Of the Level V Multiple Handicapped students in External placements, 70.73% were born after 1970, with 21.95% born in 1976. The differences in percentages between types of placement of Level V Multiple Handicapped students born in the years 1970 and 1976 were significant at the ± 10% level (1970 = 10.35%, 1976 = -21.95%). A disproportionate number of students born in 1970 received services in Internal placements, while those born in 1976 received services disproportionately in External placements.

Summary

In summary, there appear to be four handicapping conditions in which a disproportionate number of Level V students were receiving services in Internal and External types of placement by age. Level V Mentally Retarded (Moderate) students born in 1963, 1964, and 1969 received services disproportionaely in External placements. Level V Emotionally Disturbed students born in 1964 and 1966 received services disproportionately in

Internal placements, and those born in 1970 received services disproportionately in External placements. Level V Learning Disabled students born in 1963, 1964, 1965, and 1966 received services disproportionately in Internal placements, and those born in 1969, 1970, and 1972 received services disproportionately in External placements. Level V Multiple Handicapped students born in 1970 received services disproportionately in Internal placements and those born in 1976 received services disproportionately in External placements. While differences existed in age data, no trends could be ascertained.

> For subquestions, 1.4-1.6, comparisons of the percentages of Level VI Internal and Level VI External students by characteristic (race, sex, age) by handicapping condition will be presented by handicapping condition. MCPS records indicate that the only handicapping condition in which there are Level VI Internal students is Emotionally Disturbed. Level VI Internal students are all educated at the RICA, a cooperative facility in which MCPS is a responsible for the educational component. Therefore, comparisons of type of placement by characteristic (race, sex, age) will be confined to the Emotionally Disturbed handicapping condition.

1.4 Do systematic differences exist in the race of Level VI students with the same handicapping condition in public (Internal) and nonpublic (External) placements?

MCPS records indicate 11 Level VI Emotionally Disturbed students received services in the Internal placement (RICA) and 84 students received services in External placements. The races of the Level VI Emotionally Disturbed students, as identified by MCPS (school year 1981-82) were Black and White. Displayed in Table 17 are the percentages of Level VI Emotionally Disturbed students by race and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 17 indicate that the percentage of Black students was greater in External placements, and the percentage of White students was greater in Internal placements. The differences in percentages between types of placement are not significant at the ± 10% level. It may be concluded that there is no significant difference in the racial

TABLE 17

Percent of Level VI Emotionally Disturbed Students by Type of Placement by Race School Year 1981-82

Type of Placement	Race	
	Black	White
Level VI Internal	9.09 (1)	90.91 (10)
Level VI External	13.10 (11)	86.90 (73)
Difference	-4.01	4.01

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

proportions between Level VI Emotionally Disturbed students receiving services in the Internal placement and Level VI Emotionally Disturbed students receiving services in External placements.

1.5 Do systematic differences exist in the sex of Level VI students with the same handicapping condition in public (Internal) and nonpublic (External) placements?

Displayed in Table 18 are the percentages of Level VI Emotionally Disturbed students by sex and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 18 indicate that the percentages of females were greater in Internal placements and the percentages of males were greater in External placements. The differences in percentages between types of placements of Level VI Emotionally Disturbed students by sex were significant at the ± 10% level (M = -31.50, F = 31.50) with a disproportionate

TABLE 18

Percent of Level VI Emotionally Disturbed Students by Type of Placement by Sex School Year 1981-82

Type of Placement	Sex	
	Male	Female
Level VI Internal	36.36 (4)	63.64 (7)
Level VI External	67.86 (57)	32.14 (27)
Difference	-31.50*	31.50*

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

number of males receiving services in External placements and a disproportionate number of females receiving services in Internal placements.

1.6 Do systematic differences exist in the ages of Level VI students with the same handicapping condition in public (Internal) and nonpublic (External) placements?

The data obtained on the age of Level VI students are in years of birth. The reader may compute the approximate ages of students by subtracting the year of birth from the year 1982. Students' actual ages may vary due to the month of the year of birth. The range in year of birth of Level VI Emotionally Disturbed students is from 1960-1976.

Displayed in Table 19 are the percentages of Level VI Emotionally Disturbed students by year of birth and by type of placement, and the differences in percentages between types of placement.

Data contained in Table 19 indicate that the Level VI Emotionally Disturbed students in Internal placements were all born before 1970. The majority of students in External placements were born between 1964 and 1970 (68.87%). The differences in percentages between types of placement of Level VI Emotionally Disturbed students born in the years 1965, 1966, and 1967 were significant at the ± 10% level (1965 = 15.36%, 1966 = -15.99%, 1967 = 29.23%). A disproportionate number of students born in 1965 and 1967 received services in Internal placements, while those born in 1966 received services disproportionately in External placements. However, it would not be appropriate to conclude disproportionate placement by age for those born in 1965 or 1966 because of the dates of data collection. When combined, there is little difference between types of placement (-0.63%). When 1966 and 1967 are combined, however, there are still a disproportionate number of children receiving services in Internal placements (13.74%).

TABLE 19

Percent of Level VI Emotionally Disturbed Students by Type of Placement by Year of Birth School Year 1981-82

Type of Placement	Year of Birth							
	1960	1961	1962	1963	1964	1965	1966	1967
Level VI Internal	0.00	9.09	0.00	0.00	9.09 (1)	27.27 (3)	0.00	36.37 (4)
Level VI External	2.38 (2)	5.95 (5)	9.52 (8)	5.95 (5)	10.72 (9)	11.91 (10)	15.49 (13)	7.14 (6)
Difference	-2.38	3.14	-9.52	-5.95	-1.63	15.36*	-15.99*	29.23*

Type of Placement	Year of Birth						
	1968	1969	1970	1971	1972	1973	1976
Level VI Internal	9.09 (1)	9.09 (1)	0.00	0.00	0.00	0.00	0.00
Level VI External	7.14 (6)	7.14 (6)	8.33 (7)	3.57 (3)	2.38 (2)	1.19 (1)	1.19 (1)
Difference	1.95	1.95	-8.33	-3.57	-2.38	-1.19	-1.19

A negative difference indicates a lesser percentage of students in Internal placements

An asterisk (*) indicates greater than or equal to ± 10% difference

Numbers in parentheses represent the number of students

2.0 For Level V and VI school-aged students, which handicapping conditions are more likely to be served in the public (Internal) or nonpublic (External) sector?

As stated previously and displayed in Table 1, p. 25 at the time of data collection during the 1981-82 school year, of the 1,994 Level V students, 1,840 (92.28%) received services in Internal placements and 154 (7.72%) received services in External placements. Of the 210 Level VI students, 11 (5.24%) received services in an Internal placement (RICA) and 199 (94.76%) received services in External placements.

Methodology

This question is divided into subquestions (2.1-2.4) by Level (V or VI) and by types of placement (Internal or External). Subquestions 2.1 and 2.2, and 2.3 and 2.4 will be combined as they are dichotomous. In answering the question of which handicapping conditions are more likely to be served Internally by level, the question of which handicapping conditions are served Externally by level is also answered.

For each of the subquestions (2.1-2.2 and 2.3-2.4) the handicapping conditions served were isolated and the percentages of students served by type of placement were calculated.

2.1-2.2 For Level V school-aged students, which handicapping conditions are more likely to be served in public (Internal) placements? Which in nonpublic (External) placements?

MCPS records indicate that in school year 1981-82 there were 21 different categories of handicapping conditions of Level V students. Displayed in Table 20 are the numbers and percentages of Level V students by handicapping conditions by types of placement.

Data contained in Table 20 indicate that for the handicapping conditions: Speech Impaired-Language (Moderate), Mentally Retarded (Profound), all Auditory and Visually Impaired, In Need of Assessment, and

TABLE 20

Number and Percent of Level V Handicapped Students by Handicapping Condition by Type of Placement[1] School Year 1981-82

MCPS Code	Handicapping Condition	Type of Placement			
		Internal		External	
		Number	Percent	Number	Percent
92	Speech Impaired-Language (Moderate)	1	100.00	0	0.00
93	Speech Impaired-Language (Moderate to Severe)	0	0.00	10	100.00
94	Speech Impaired-Language (Severe)	0	0.00	1	100.00
101	Mentally Retarded (Mild)	97	100.00	0	0.00
102	Mentally Retarded (Moderate)	274	94.48	16	5.52
103	Mentally Retarded (Severe)	25	92.59	2	7.41
104	Mentally Retarded (Profound)	71	100.00	0	0.00
112	Auditory Impaired (Moderate)	5	100.00	0	0.00
113	Auditory Impaired (Severe)	13	100.00	0	0.00
114	Auditory Impaired (Profound)	42	100.00	0	0.00
131	Visually Impaired (Monocular/ Reduced Activity)	5	100.00	0	0.00
132	Visually Impaired (Educationally Blind)	8	100.00	0	0.00
133	Visually Impaired (Partially Sighted)	4	100.00	0	0.00
134	Visually Impaired (Legally Blind)	7	100.00	0	0.00
140	Emotionally Disturbed	502	89.32	60	10.68
150	Learning Disabled	400	95.01	21	4.99
160	Orthopedic Impaired	69	97.18	2	2.82
170	Other Health Impaired	1	50.00	1	50.00
182	Multiple Handicapped	302	88.05	41	11.95
190	In Need of Assessment[2]	1	100.00	0	0.00
291	Special Need (Non-Categorical)	13	100.00	0	0.00

[1] Codes and Handicapping Conditions obtained from Continuum Education Data System Reference Manual, 1980, and CEDS Packet of Information & Procedures, 1981-82.

[2] Students may be classified under any Handicapping Condition, but are in need of assessment.

Special Need (Non-Categorical), all Level V students (100%) were served in Internal placements. In the Speech Impaired (Moderate to Severe) and Speech Impaired (Severe) handicapping conditions, all Level V students (100%) were served in External placements. There were Level V students in both Internal and External placements for the handicapping conditions Mentally Retarded (Moderate), Mentally Retarded (Severe), Emotionally Disturbed, Learning Disabled, Orthopedic Impaired, Other Health Impaired, and Multiple Handicapped. With the exception of the handicapping condition of Other Health Impaired in which there were only 2 students, in all handicapping conditions which contained Level V students in Internal and External placements, a larger number (percentage) of students were served Internally. In the handicapping condition Other Health Impaired 1 student (50.00%) was served internally and 1 student (50.00%) was served externally.

2.3-2.4 For Level VI school-aged students, which handicapping conditions are more likely to be served by public (Internal) placements? Which in nonpublic (External) placements?

MCPS records indicate that in school year 1981-82 there were 14 different categories of handicapping conditions of Level VI students.

Data indicate that with the exception of the Emotionally Disturbed, in all handicapping conditions which contain Level VI students, 100% of the students were served in External placements. In the Emotionally Disturbed handicapping condition 11 (11.58%) students were served in an Internal placement (RICA) while 84 (88.42%) were served in External placements. Table 21 summarizes the data presented regarding race and sex of Level V and VI public and nonpublic students compared to the district ratios for race and sex.

From the standpoint of race, little variation is noted between the percentages for total student population and Levels V and VI for American Indian, Asian, and Hispanic students. This is not the case for Black and White students. It should be noted in Table 21 that White students in public Level V placements tend to approximate the percentage found in MCPS. Differences between White students in the Level VI settings and the general population exceeded 10 percent (14.7% Level VI public; 12.2% nonpublic). White

TABLE 21

Race and Sex of Level V and VI Public and Nonpublic Students Compared to MCPS Total Pupil Population (1981)

Characteristic	Public Students		Nonpublic Students		MCPS Total
Race	Level V	Level VI[1]	Level V	Level VI	Students
American Indian	6 .3%	0 0%	0 0%	0 0%	151 .2%
Asian	43 2.3%	0 0%	8 5.2%	2 1%	6,291 6.6%
Black	348 18.9%	1 9.1%	18 11.7%	19 9.6%	12,175 12.7%
Hispanic	54 2.9%	0 0%	1 .6%	2 1%	4,122 4.3%
White	1,389 75.5%	10 90.9%	127 82.5%	176 88.4%	72,818 76.2%
TOTALS	1,840 100%	11 100%	154 100%	199 100%	95,557[2] 100%
Sex					
Female	520 28.3%	7 63.6%	38 24.7%	64 32.2%	46,779 49%
Male	1,320 71.7%	4 36.4%	116 75.3%	135 67.8%	48,808 51%
TOTALS	1,840 100%	11 100%	154 100%	199 100%	95,587[2] 100%

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[1] The 11 residential care students listed as public Level VI are enrolled in RICA II (which is a public nonMCPS facility) in data provided to Virginia Tech staff.

[2] Figures for MCPS total school population varied on data provided to Virginia Tech staff.

students also exceeded the general population in Level V nonpublic settings (6.3%). Black students in Level VI nonpublic settings most closely approximated the percentage in the total MCPS count (-1.0%). Discrepancies of 3.1 percentage points were noted in Level VI nonpublic settings where Black students appeared under-represented compared to the district population. (A similar percentage difference is noted in Level VI public settings but it is based only on one case.) The Black student percentage in Level V public settings exceeded the total population percentage by 6.2%.

Minority groups and specifically Black families may suffer from low economic and educational status and probably have not pushed MCPS authorities for Level VI public or Level V and VI nonpublic placement to the extent that the majority group members have pursued the issue. Placements are supposed to be determined based on the individual educational needs of the child. It is doubtful such a procedure would result in the tendency for Black students to be served in public facilities while white students appear to be more likely to be served in nonpublic facilities.

With regard to the sex of students enrolled in Level V and VI programs, only in the case of RICA II (public Level VI) did the number of females exceed males. This is a rather typical pattern for statistics on sex of special education students throughout the United States. It should be noted, however, that males are initially referred due to more aggressive tendencies exhibited by mentally retarded, learning disabled and emotionally disturbed students. This does not mean that females are not represented more equally in these areas but they do not present the behavior management problems exhibited by males. In some cases, the problems of the females may be more serious than that of males.

With respect to age of Level V and VI students there was a strong tendency for older (adolescent) students to be placed in nonpublic placements. This may be a result of the elusive "grandfather" clause often referred to by MCPS staff but never produced for the project staff. As near as Virginia Tech staff can determine, the "grandfather" clause was in use for one year only in the mid 1970's but MCPS staff continued nonpublic placement of many students for long periods of time beyond the one year. This has been a very costly procedure and should not have taken place. Also it appears the physical size of the students (assumed to be older) was a factor in External placements. Whether this was a result of lack of Internal facilities at the time or MCPS staff fear of larger adolescents is unclear.

STUDY QUESTION 2

What Levels V and VI public (Internal) and nonpublic (External) programs currently exist for serving handicapped students? What are the characteristics of these programs, and how do public and nonpublic programs addressing similar handicapping conditions compare?

To respond to the above study questions, a series of evaluations were developed (See Study Design Q 2/1.0 - 4.8). The questions are addressed in total, utilizing the public (Internal) and nonpublic (External) programs serving school-aged Level V and Level VI students during the 1981-82 school year.

Montgomery County Public Schools (MCPS) utilizes twelve public (including RICA) and fifty-three nonpublic schools to educate Level V and Level VI handicapped students. (See Appendix C and D.)

Methodology

The most recent program descriptions (pamphlets, brochures, and MCPS internal descriptions) of all public

(Internal) and nonpublic (External) schools utilized by MCPS for Level V and Level VI handicapped students were supplied to the contractor by the Department of Educational Accountability (DEA). DEA collected and compiled the descriptions for each program. The information was taken from files in the Central Placement Unit (CPU) which contained pamphlets and brochures on nonpublic schools. In addition a letter was sent by DEA to each of the schools asking them to send a current pamphlet or brochure to update the CPU files.

The public school information was taken from program descriptions prepared for the Continuum Education Community conference, draft entrance and exit criteria being developed for each of the schools, program mission statements from the budget and pamphlets and brochures. The information may be several years old and possibly outdated even though attempts were made to update descriptions. Unless otherwise specified, the program information presented in Appendices C and D was obtained by DEA from the sources described above. When indicated, additional and/or updated information was obtained by the investigators from interviews of administrators and teachers, and classroom observations during onsite visits of randomly selected schools.

Appendix C contains descriptions of public programs serving Level V and Level VI handicapped children during the 1981-82 school year. Appendix D contains descriptions of nonpublic programs utilized by Montgomery County Public Schools during the 1981-82 school year for Level V and Level VI handicapped children.

Each program is described by service offered (day and/or residential), location, handicapping condition(s) served, disability range served, age range served, class size, tuition range (FY 82), exclusion factors, related services offered, and unique program options.

Data

In the category "Day or Residential," determination was made by whether the Montgomery County students served in the school were classified as day or residential students. Additionally, if a school offered both day and residential services, regardless of MCPS participation, it was indicated by an asterisk.

The category "Handicapping Condition" contains the types of handicapping conditions the school serves. Schools serving more than one handicapping condition were indicated by a double asterisk, and the primary handicapping condition was listed first.

The category "Disability Range" contains disability ranges each school serves from mild to profound within each handicapping condition.

The category "Age Range" indicates the range in age of students the school serves. In many instances, the admission age range is also specified.

The category "Class Size" contains teacher to student ratios. In some cases these are maximums, in others they may be averages. Classroom aides were also indicated. Where ratios could not be obtained and onsite visits were performed, the category contains the maximum teacher to student ratios observed by the investigators.

The category "Tuition Range" contains the total tuition range for fiscal year 1982 (FY 82) for each school in the sample. For the schools not sampled, the category contains tuition ranges indicated by each school in the most recent brochure available to the evaluators. The tuition range for public schools was left blank since discrete costs by program and school were not available. It may be suggested that the program costs be inserted by MCPS whenever a budgeting and accounting system is developed to allow these calculations.

The categories "Exclusion Factors," "Related Services," and "Unique Options" were divided into subcategories of interest to Montgomery County Public Schools. The information in these areas was taken from the available written material or collected during the site visit. However, there is no evidence to indicate compatibility of services by each school. For example two schools may have counseling services checked, one school may only have guidance counselors, while the other may have a counseling team of psychologists, psychiatrists, etc. Additional information was entered in the "Other" subcategory.

The final category "Comments" includes additional information supplied by the schools which did not fit into any of the other categories but which may be useful in describing the programs at each school.

Summary

MCPS utilizes a large number of public (Internal) and nonpublic (External) programs for their Level V and

VI handicapped students. The data contained in the 1981-82 program descriptions (Appendices C and D) were obtained from brochures, pamphlets, MCPS internal descriptions, and onsite interviews and observations. It is the most recent data available.

It was assumed by the contractor that the description of programs used by MCPS would aid in policy determination for future programming and placement of Level V and VI handicapped students.

The development of program descriptions in Appendix C and D was hampered by outdated and incomplete data supplied by DEA. The descriptions were developed and submitted to DEA based on the documents provided to the contractors. After submission of the program descriptions to DEA, it was reported to the contractor that MCPS program staff had concerns as to the validity of the descriptions. DEA did indicate to the contractors that program staff were unable to provide more current documents to bring the program descriptions up to date. To the extent that program descriptions are utilized, placement of Level V and VI students cannot be completed on the basis of children's needs (as required by law) if the data utilized do not accurately reflect current practice. The program descriptions in Appendix

C and D must be revised and updated at least annually if used for any future decisions on placement.

A major difference exists between the public and nonpublic sectors regarding the ability to be selective in admissions. MCPS does not have the authority to exclude a child as do the private facilities. Nonpublic facilities have excluded at least two students who were subsequently provided appropriate programs within MCPS.

State and federal statutes are clear in the fact that MCPS must provide an appropriate program for every handicapped child or cause such a program to be provided. Since MCPS was able to provide an Internal program for the excluded students, it is quite possible that a closer review of nonpublic placements would have resulted in return of these students prior to exclusion.

Another clear cut difference in public and nonpublic programs is the lack of residential services in the public sector. RICA II is a public (state regional) facility with a residential component, but all other residential capability was found in the private facilities.

Some private facilities utilized related services which were unique to the facility. In such cases the services were generally provided for all students served by the facility and facility administrators indicated MCPS was not charged an additional fee for the service. Therapeutic horsemanship is such a service found in one private school. While no additional charge is assessed, it appears such a service is charged in the basic tuition whether a child needs it or not.

STUDY QUESTION 3

What are the characteristics of services actually being provided to school-aged students in Levels V and VI public and nonpublic programs? Do the services provided match the program specifications developed in Question 2? Do the services meet the needs of the student specified on the IEP? Do the services provided meet minimal educational standards as required by the Maryland State Special Education Bylaw?

To respond to this question, a series of evaluation questions were developed. A primary source of information utilized in responding to Study Question 3 was the record review form. When appropriate to the evaluation question, observation records and interviews with administrators, teachers and support personnel were utilized. As described in the methodology a random sample of programs and the data collected on children selected for matching in the public and nonpublic programs by level are relied upon in many instances. This indepth review of the matched sample was utilized as an attempt to compensate for anticipated missing data on the total population. IEP specific questions contain data obtained only on matched students in Level V and Level VI.

In many cases records were found to be incomplete or data were missing. Conclusions were thus hampered and are based on small samples, speculation, and professional judgments of the project staff.

1.0 Is there a difference in the length of time that school-aged students have been in the public and nonpublic programs?

Of the 176 students reviewed, 137 entered the program as a Level V placement and 38 entered in Level VI. Data were not available on one student.

Dates of program entry ranged from September 1966 to October 1981 for those children placed by MCPS. Records in MCPS central office files indicated 97 of the 176 students were placed by MCPS, but records available in the schools indicated only 93 students were initially placed by MCPS. Central office files indicated that only 8 of the students or less than 5% were placed as a result of appeals procedures. Since the appeal process was not a part of this study, actual appeal records were not authorized to be provided to the contractor; therefore, it cannot be determined who initiated the appeal, the substance of the appeal, or the outcome. Data were not available for the remaining students (approximately 75), so it could not be determined who had made the placement. A portion of this number was presumably placed by other agencies such as social services or by parents themselves.

1.1 Is there evidence of repeated changes from public to nonpublic to public . . .?

For the children included in the matched pairs between public and nonpublic Level V and Level VI programs it does not appear that there have been frequent changes from public to nonpublic programs and back to public programs.

For the total group of 176 students for whom record reviews were completed, differences in change in level were noted between central office records and school records:

Change of Level

	MCPS Central Records	School Records
Change in Level	39 (22%)	22 (12%)
No Change in Level	83 (47%)	82 (47%)
No Documentation in Records	54 (31%)	72 (41%)

For students served in the public and nonpublic programs, data revealed that approximately one fourth or less had moved from one sector (public/nonpublic) to the other.

	Public Placements	Nonpublic Placements
Sector Change	5 (19%)	7 (27%)
No Sector Change	21 (81%)	19 (73%)

The data for matched pairs reveal that there have been fewer changes in level for Level V students than for Level VI students. This would be an expected outcome and would suggest that Level VI students were initially placed in day school programs prior to being moved to residential programs. The data also reveal that slightly more of the nonpublic placements (27%) had probably been served in public placements prior to placement in the nonpublic sector.

Discrepancies were noted between data available in central office files and those maintained at the school of current placement. While data were missing in a substantial number of cases, it does appear that the majority of handicapped students were initially placed in public day school programs prior to moving to residential public or nonpublic placements.

1.2 Is there evidence of students remaining in a particular program when change is warranted?

The primary factor in determining a response to this question must be a consistent review of each student's placement and program. Such reviews must take place at least annually based upon Maryland and federal requirements. Since annually refers to a 12 month period and data were gathered in the spring of 1982, the date selected to determine whether or not the review was within one year was the date of the visit to the school. Discrepancies were noted between central office files and records maintained at the schools.

Reviews of Current Placement

	MCPS Records*	School Records**
Reviewed Since Spring 1982	116 (66%)	101 (57%)
Reviewed Prior to Spring 1982	0 (0%)	1 (1%)
Review Date Not Available	60 (34%)	74 (42%)

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*Refers to records found in Central Placement Unit files
**Refers to records found at the school in which a child was placed.

Only one student did not have a current placement review. However, it must be noted that no data were available in records in over one third of the 176 students whose records were reviewed. It cannot be determined whether or not such placements were reviewed, but it is critical that documentation was nonexistent. State and/or federal monitoring would result in noncompliance citations for this lack of data.

In the cases of the matched pairs the following data are presented on reviews of current placement:

Review of Current Placement
Matched Pairs

	Public	Nonpublic
Reviewed Since Spring 1982	25 (100%)	11 (46%)
Reviewed Prior to Spring 1982	0 (0%)	1 (8%)
Review Date Not Available	0 (0%)	12 (50%)

	Level V	Level VI
Reviewed Since Spring 1982	26 (70%)	10 (83%)
Reviewed Prior to Spring 1982	0 (0%)	1 (8%)
Review Date Not Available	11 (30%)	1 (8%)

The reviews of current placement would appear to be a greater problem in the placements in nonpublic facilities where one student's placement had not been reviewed and half of the records lacked documentation. It should be noted that Level V placements showed a higher percentage of cases where documentation was nonexistent.

1.3 How many students have had no change in program or level from the date of initial entry?

Of the 176 students reviewed, data were not available on 138 (78%) from central office records, and 38 had experienced a change in placement. In school based records, data were not available on 141 (80%), 30 (17%) had experienced a change, and 5 (3%) had not experienced a change of placement. It thus appears that only three percent of the students had no change in placement.

In the case of the matched pairs, data were not available for 30 (81%) of Level V, and the remaining students had all experienced a change of placement. For Level VI data pertaining to previous program or level were not found in the files of 13 (93%), and the one remaining child had experienced a change of placement.

Of the total group (176), changes in level were found to be as follows:

	MCPS Records	School Records
Change in Level	39 (22%)	22 (12%)
No Change in Level	83 (47%)	82 (47%)
No Documentation in Files	54 (31%)	72 (41%)

Again it should be noted that MCPS and school records differed, but 82 or 83 children had not changed level.

1.4 Are there time differences in review of placement for Level V students placed in public and nonpublic schools?

To respond to this question data from the matched pairs were utilized. Data are presented in the following table:

	Number Reviewed	Within 1 Year	Over 1 Year	Data Not Available
Public	20	10 (50%)	9 (45%)	1 (5%)
Nonpublic	19	10 (53%)	2 (11%)	7 (36%)

There appears to be time differences between the reviews of students in the public and nonpublic sector. Approximately half of the students in each setting were found to have been reviewed within the statutory/regulatory one-year period. However, the other half were found not to have been reviewed, or the data were not available. Data to respond to this question were taken from school based records where the reviews most logically would be found if they existed in the records. Central office records were utilized only to attempt to locate dates of reviews when documentation was not available at the school. This step located missing dates in six cases.

1.5 Are there time differences in the review of placement for Level VI students placed in public and nonpublic schools?

Data to respond to this question are presented in the following table:

	Number Reviewed	Within 1 Year	Over 1 Year
Public	7	3 (43%)	4 (57%)
Nonpublic	7	3 (43%)	4 (57%)

It is interesting to note that no time difference exists, but over half of the students' reviews had not been conducted within the statutory one-year period. In four cases data were not available in nonpublic school based records but were retrieved from central office records.

2.0 To what extent have school-aged students currently in public and nonpublic programs changed programs or levels of service since being placed in special education?

This overall question is answered by the following subquestions.

2.1 How many current Level V students in the public sector have had no change in program ?

Data are presented in the following table:

	MCPS Records (N = 96)	School Records (N = 51)
Change in Program	2 (2%)	6 (12%)
No Change in Program	43 (45%)	33 (65%)
No Documentation in files	51 (53%)	12 (23%)

It should be noted that the number of records reviewed at schools was less than those reviewed in central office files.* No changes in program were indicated for 43 students (MCPS) and 33 students (School) respectively. The lack of data in many cases does not allow an interpretation of why the number of students who had experienced no change were indeed in the same program and level of initial entry. However, it is interesting to note that only two (MCPS) or six (School) students had apparently received programming in a different program or less restrictive placement.

2.2 How many current Level V students in the public sector have had one or more changes in level?

Only five students were found to have had one or more changes in program or level. These data were obtained from school records only. MCPS central office records indicated no students had experienced such changes.

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*The number of records reviewed at each school were a proportion of the number enrolled at the school. A greater number of central office records were reviewed to assure that the proportion could be achieved at each school site.

2.3 How many current Level VI students in the public sector have had no change in their program?

It should be noted that the only Level VI students in the public sector are those placed at RICA. There were only four such students, and three had no change in program.

2.4 How many current Level VI students in the public sector have had one or more changes in level?

Only one student out of the four reviewed had experienced one or more changes in level.

It should be noted that responses to Questions 2.3 and 2.4 are based upon the four Level VI students at

RICA. In all four cases the students were older (19, 17, 15, and 13 years of age) and had been placed in special education for less than one and one half years.

2.5 How many current Level V students in the private sector had no change in program?

	MCPS Records	School Record
Change in Program	14 (33%)	5 (12%)
No Change in Program	0 (0%)	1 (2%)
No Documentation in Files	29 (67%)	37 (86%)

The lack of data in well over half the cases presents a major problem in responding to this question. Only one child had experienced no change in program. If such a finding were representative of all students in this category, it would indicate prior programming and placement presumably in the public sector.

2.6 How many current Level V students in the private sector have had one or more changes in level?

	MCPS Records	School Records
One or More Changes	7 (16%)	1 (2%)
No Changes	35 (82%)	11 (26%)
No Documentation in Files	1 (2%)	31 (72%)

The discrepancy between central office and school records should be noted. Central office records revealed that only seven of the 43 students in this category had one or more changes in level.

2.7 How many current Level VI students in the private sector have had no change in program or level?

	MCPS Records	School Records
Change in Program or Level	22 (28%)	12 (16%)
No Change in Program or Level	0 (0%)	1 (1%)
No Documentation in Files	57 (72%)	63 (83%)

Limited data were available in both central office and school based records. Only one student had not experienced a change in program or level.

2.8 How many current Level VI students in the private sector have had one or more changes in program or level?

	MCPS Records	School Records
One or More Changes	33 (42%)	15 (18%)
No Changes	44 (56%)	24 (30%)
No Documentation in Files	2 (2%)	31 (72%)

Limited data were available at the private schools, but it appears that as many as 33 or 42% of the students had experienced one or more changes in program or level. This would presumably indicate that not quite half of the students had received service in a less restrictive placement prior to being placed in a private residential facility. However, it appears that slightly over half of the students were initially placed in the private residential facility without previous attempts at programming in day school public programs.

3.0 Are students receiving services specified for them on their IEP? If not, why not?

The answer to this question is found through the answers to the following subquestions. Questions 3.1, 3.2, 3.3, and 3.4 are identical questions for the two levels for public and nonpublic. For ease of comparison the data are presented together. All responses in this section pertain to matched pairs.

3.1-4a. Did the services begin on the actual date specified on the IEP?

Data to respond to this subquestion series were obtained through record reviews and interviews of administrators and other school staff. The data for all students in the matched sample reveal the following:

	Services Began on Date	Did Not Begin on Date	No Documentation in Files
Level V	34 (87%)	2 (5%)	3 (8%)
Level VI	13 (93%)	1 (7%)	0 (0%)

By subgroup the data reveal in what specific setting the three students were placed.

	Services Began on Date	Did Not Begin on Date	No Documentation in Files
Level V Public	18 (90%)	1 (5%)	1 (5%)
Level V Nonpublic	16 (84%)	1 (5%)	2 (11%)

	Services Began on Date	Did Not Begin on Date	No Documentation in Files
Level VI Public	6 (86%)	1 (4%)	0 (0%)
Level VI Nonpublic	7 (100%)	0 (0%)	0 (0%)

These data were gathered on the record review forms. This same question was asked of administrators at the schools and the following responses were recorded:

	Services Began on Date	Did Not Begin on Date	Could Not Answer
Level V	[illegible]1 (79%)	0 (0%)	8 (21%)
Level VI	14 (100%)	0 (0%)	0 (0%)

In the cases where "could not answer" is shown, the administrator chose not to respond but suggested the information be taken from records.

The following tables examine the initiation of services by level and by placement in the public and nonpublic sectors:

	Services Began on Date	Did Not Begin on Date	No Documentation in Files
Level V Public	11 (55%)	0 (0%)	9 (45%)
Level V Nonpublic	18 (95%)	0 (0%)	1 (5%)
Level VI Public	7 (100%)	0 (0%)	0 (0%)
Level VI Nonpublic	7 (100%)	0 (0%)	0 (0%)

The data from record reviews indicated that two students from Level V were not receiving all of the services specified on the IEP. One case was found to be in both the public and nonpublic sector. Only one Level VI student (public sector) was not receiving services specified. No reasons were given as to why all services were not being provided. It would appear that the services not being provided had been planned, but due to a staff resignation the service was not available at that time based upon observation of the school facilities.

3.1-4b. Are the services delivered to the student with the frequency specified on the IEP? If not, why?

3.1-4c. Are the services delivered with the duration specified on the IEP? If not, why?

Data collected from record reviews indicate the following:

	Frequency and Duration as Specified	Not as Specified	No Documentation in Files
Level V Public	8 (40%)	0 (0%)	12 (60%)
Level V Nonpublic	11 (58%)	0 (0%)	8 (42%)
Level VI Public	0 (0%)	0 (0%)	7 (100%)
Level VI Nonpublic	2 (29%)	0 (0%)	5 (71%)

Administrator interviews also addressed the question of frequency and duration of services with the following results:

	Frequency and Duration as Specified	Not as Specified	Could Not Answer
Level V Public	13 (65%)	3 (15%)	4 (20%)
Level V Nonpublic	19 (100%)	0 (0%)	0 (0%)
Level VI Public	0 (0%)	7 (100%)	0 (0%)
Level VI Nonpublic	6 (86%)	1 (14%)	0 (0%)

The primary concern in terms of frequency and duration of services is that in the majority of cases in both Levels V and VI, this information was not included on the IEPs for the matched sample. Such information is required by statute and regulation, particularly for related services. In the case of the administrator interviews, the reasons given for a negative response related primarily to counseling services that may have been terminated but not communicated through the IEP process. The lack of documentation of frequency and duration of services is a problem in both the public and nonpublic placements. A review of the daily and/or weekly schedules of the students in the matched sample did reveal that all students were involved in the services specified one or more times per week.

3.1-4d. Are the services delivered to the student using the materials specified on the IEP? If not, why?

3.1-4e. Are the instructional approaches in the service delivery the same as those specified on the IEP? (academic, behavioral, social, prevocational)

3.1-4f. If any special equipment is specified on the IEP, is it actually used in service delivery? If not, why?

These questions are essentially unanswerable. Federal and state regulations do not require this degree of specificity in development, and consequently very limited data were obtained. For example only seven forms, interviews, or observations of the matched pairs provided any information in these areas, and none of the seven forms addressed more than one of the items. In all of these cases the materials, approach, or equipment were found to be in use. Such limited data do not allow any answer or trend statements. If MCPS desires this degree of specificity or has communicated such a suggestion to staff, it does not appear to be in wide usage. The MCPS IEP document does not indicate the requirement of this information, and it would seem that in only a very limited number of cases and specifically in some related service areas (physical therapy, etc.) would such information be required for the service provider. Class and therapy observations revealed special materials or equipment appropriate to the handicapping condition were present but not necessarily in use during the period of observation.

It should be noted that the IEP was agreed upon by MCPS and the contractor as one dimension of qualitative evaluation. The findings reported in this section may not necessarily reflect a lack of actual service but may be attributable to poor records or lack of information on IEP documents.

4.0 Do the services provided meet standards of minimum educational quality? Do they go beyond?

Answers to this overall question are found through a review of subquestions 4.1-4.1h:

4.1. Do the services provided students meet standards of minimum educational quality? Do they go beyond?

a. Are the minimum required components completed? Are more than the minimum completed?

The minimum required components are psychological evaluation, educational evaluation, and sociological data. For the total sample of Level V and VI, the following data were found:

Minimum Components Completed

Psychological Evaluations Completed

	MCPS Records	School Records
Yes	114 (65%)	123 (70%)
No	2 (1%)	5 (3%)
No Documentation in Records	60 (34%)	48 (27%)

Educational Evaluations Completed

	MCPS Records	School Records
Yes	112 (64%)	104 (59%)
No	0 (0%)	3 (2%)
No Documentation in Records	64 (36%)	69 (39%)

Sociological Data

	MCPS Records	School Records
Yes	52 (29%)	45 (25%)
No	1 (1%)	1 (1%)
No Documentation in Records	123 (70%)	130 (74%)

It should be noted that in a substantial number of cases, records of the required evaluations were not available in either the central office or school based records. Sociological data were not available in approximately twice as many instances as the psychological or educational areas. Lack of documentation of the required components is a serious problem, and it does exist in more than 10% of the cases reviewed. Whether the required reports existed in other files is unknown, but in the opinion of the contractors an audit of records by the state should result in a citation of noncompliance.

In the cases where evaluations were available, the vast majority of the records revealed that the minimum components had been completed. In only 1-3% of the cases were the required components not completed. While this is of concern, it does not exceed the 10% standard established as a decision factor.

More than Minimum Components Completed

For the total sample the following data were found:

	MCPS Records	School Records
Yes	36 (20%)	50 (28%)
No	72 (41%)	54 (31%)
No Documentation in Files	68 (39%)	72 (41%)

More than the minimum components were found to exist in 20% (MCPS records) to 28% (school based records) of the students' cases. A further breakdown to type of placement regarding more than the minimum components completed revealed the following:

Level V Public

	MCPS Records	School Records
Yes	1 (1%)	19 (40%)
No	36 (43%)	27 (56%)
No Documentation in Files	47 (56%)	2 (4%)

More than Minimum Components Completed

Level V Nonpublic

	MCPS Records	School Records
Yes	10 (22%)	12 (27%)
No	31 (69%)	10 (22%)
No Documentation in Files	4 (9%)	23 (51%)

Level VI Public

	MCPS Records	School Records
Yes	0	4
No	0	0
No Documentation in Files	4	0

Level VI Nonpublic

	MCPS Records	School Records
Yes	31 (38%)	18 (22%)
No	41 (51%)	15 (19%)
No Documentation in Files	9 (11%)	48 (59%)

The data for the four categories of placement do not allow for further interpretation as to which setting is more likely to provide more than the minimum components.

The most frequent areas where evaluations exceeded the minimum required were psychiatric (30 MCPS; 40 school); medical (34 MCPS; 59 school); and speech/language (40 MCPS; 57 school). Other areas mentioned less frequently were audiological, visual, and neurological. The areas where the minimum components were exceeded seem quite logical for the emotionally disturbed and learning disabled children served in Level V and VI programs.

(NOTE: While the question regarding minimum and more than the minimum components completed was not directly asked on the teacher/support interview, these personnel were asked if they "provide any formal assessments" or "provide any informal assessments" for the students in their programs. Responses to these items by the 228 respondents in these interviews revealed that in the area of formal assessments 42 (18%) could not give a response. These 42 persons were primarily therapy and service related service staff as opposed to teachers. Of the remainder 91 (40%) indicated they completed formal assessments and 95 (42%) indicated no further formal assessments were completed by them. The most frequently completed formal assessments indicated by teachers were in the psychoeducational area. They included general achievement, intelligence, and math achievement. In response to the question on informal assessments, 132 (58%) indicated they completed informal assessments, while 43 (19%) said they did not do any informal assessments. No response was given by 53 (23%) of the teacher/support staff interviewed. The most frequent informal assessments completed by teacher/support staff were teacher made, school developed, and observations. As would be expected, teacher/support staff conducted many more informal assessments than formal assessments. In fact, the contractors are surprised that all teacher/support staff did not indicate they completed informal assessments. It may be that those interviewed did not consider routine observation to be an informal assessment technique.)

4.1b. Are the minimum required people developing the IEP? More than the minimum?

For the total sample, the following data were obtained. From teacher interviews, it was found that 147 (64%) indicated they had participated in developing the IEP. Forty-five teachers (20%) indicated they had not participated, and 36 teachers were unsure. While the child's teacher is a required member of the IEP team, in the cases where the teacher had not participated the reasons cited were that the teacher did not have the child when the IEP was developed, the teacher was only a part-time employee, and the teacher was employed after the school year began. Such reasons would be acceptable as to why that specific teacher had not participated.

Data from telephone interviews with parents revealed that in 158 (93%) of the cases the parents had been invited to participate. In 10 (6%) the parents responded that they had not been invited to the IEP meeting and 2 (1%) parents could not recall whether they were invited. The federal and state regulations do require that the parent be invited to the IEP meeting, and based upon parents' responses this had not happened in 6% of the cases. While this is a concern, it does not exceed the 10% standard, and the responses were based strictly upon the parents' recall during the telephone interview.

It should be noted that of those parents who indicated that they had been invited to participate, 14 parents indicated they had not participated, and 4 parents could not remember. Thus over 88% of the parents invited to participate in developing their child's IEP did take part in the process. Six (3.5%) of the parents who participated felt their participation was questionable because they reported that they were asked to sign a prepared paper. Ninety-one percent (155) of the parents interviewed by phone indicated that they had received a copy of the IEP. Only four parents reported that they had not received a copy, and nine could not recall.

The inability to retrieve IEP documents with a listing of individuals who attended by title or position made it extremely difficult to verify the attendance of all parties required by statute. The basic group which is required by statute for development of the IEP includes the child's teacher, another representative of the school district who is qualified to provide or supervise the provision of special education, the parent(s), and the child when appropriate. The contractors urge MCPS to stress the required IEP team composition to all staff since a procedural error could result in rulings against the school district. The other representative of the school district cannot be a counselor, psychologist, or social worker unless they also hold administrative or supervisory certification.

4.1c. Are the services provided consistent with the minimum requirements of the IEP? Are services provided consistent with more than the minimum requirements of the IEP?

Data to answer this question were obtained only for the matched sample and revealed the following:

Consistent with Minimum

	Yes	No	No Documentation In Files
Level V Public	8 (40%)	0	12 (60%)
Level V Nonpublic	10 (53%)	0	9 (47%)

	Yes	No	No Documentation In Files
Level VI Public	0	0	7 (100%)
Level VI Nonpublic	2 (29%)	0	5 (71%)

The lack of data presents a problem in responding to this question, but it should be noted that in all cases where data existed services were consistent with IEPs.

More than Minimum

	Yes	No	No Documentation in Files
Level V Public	0	1 (5%)	19 (95%)
Level V Nonpublic	2 (11%)	5 (26%)	12 (63%)

	Yes	No	No Docomentation in Files
Level VI Public	0	0	7 (100%)
Level VI Nonpublic	0	2 (29%)	5 (71%)

Thus in only two cases of students placed in nonpublic Level V programs were services found to exceed the minimum required by the IEP.

4.1d. Is there a review of the IEP at least annually? More often if warranted?

This question was previously addressed in responding to subquestion 1.4 of this section. As noted in the previous response approximately half of the matched samples' IEP documents had been reviewed within one year, and the other half had not been reviewed, or data were not available. No differences in these data were found between public and nonpublic placements for either Level V or VI.

4.1e. Does the review of the IEP stipulate at least: attainment of goals, attainment of criteria to enter a less intensive program, and whether the student's program needs modification? Do annual reviews go beyond the minimum requirements?*

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*See Sections 300.340-300.349 US Code of Federal Regulations and "Restatement and Interpretation of Requirements under Part B of the EHA, as amended by PL 94-142," Department of Education (OSSEPS/OSE), May 23, 1980.

Data for the total group indicate the following regarding criteria to enter a less intensive program:

	MCPS Records	School Records
Criteria Specified	9 (5%)	7 (4%)
Not Specified	70 (40%)	80 (45%)
No Documentation in Files	97 (55%)	89 (51%)

Data were not available in over half of the cases to respond to this question. Where data existed (over 40% of the cases), it does not appear that the Maryland State Bylaw standards are being met. Change of placement cannot be achieved without the documentation required, and this finding appears to be a detriment to knowing whether or not a student could be appropriately served in a less restrictive setting. Thus the contractors feel that the annual reviews do not go beyond minimum requirements and at least in the specification of the above critera, the annual reviews indeed do not meet the minimum requirements.

4.1-4f. Is there evidence of treatment plans and/or lesson plans on a daily basis?

Based upon interview data from teachers and other support personnel, the following data were obtained as to whether or not lesson/treatment plans were prepared for students in the program. A total of 228 such interviews was conducted. In response to the specific question, "Do you have a lesson/treatment plan for (student in sample)?" it was found that 125 (55%) responded yes; 21 (9%) responded no; and 82 (36%) information not available or question deemed not appropriate to person interviewed. As to frequency, respondents indicated: daily 66 (29%); weekly 48 (21%); monthly 10 (4%); other 8 (4%); and 96 (42%) not available or inappropriate.

In the 114 cases of observations in class or program, lesson/treatment plans were in evidence in 69 (61%); not in evidence 7 (6%); uncertain or not seen 6 (5%); informal and other 7 (6%); and not available 25 (22%). The observation data also indicated that lesson plans appeared to be in use in 73 (64%) of the observations. Observers in the remaining observations

-- 41 (36%) -- could not determine if plans were in use. In the limited number of observations where specific related service or therapy situations were observed, 5 cases revealed treatment plans in use, and 6 did not.

For Level V and Level VI in the public and nonpublic sectors lesson plans were in evidence during observations as indicated:

	In Evidence	Not In Evidence	Other	No Documentation in Files
Level V Public	22 (65%)	4 (11%)	3 (9%)	5 (15%)
Level V Nonpublic	26 (74%)	2 (6%)	3 (9%)	4 (11%)
Level VI Public	6 (55%)	0 (0%)	1 (9%)	4 (36%)
Level VI Nonpublic	19 (48%)	3 (7%)	6 (15%)	12 (30%)

In the case of lesson plans, the category of other was checked by the observer when they were uncertain, did not see the plan, or informal planning appeared to be used.

4.1-4g. Do personnel meet minimum certification and/or licensure requirements? Do they go beyond?

It should be noted that the second part of this subquestion is not an appropriate question since minimum standards are all that are specified in certification of personnel by the various states.

Data from the administrator interviews revealed the following regarding personnel holding certification:

	Special Education Administrators	Special Education Instructional	Special Education Support
Appropriate Certification	37 (21%)	40 (23%)	40 (23%)
Not Appropriate	12 (7%)	8 (4%)	9 (5%)
Unknown or Not Available	127 (72%)	128 (73%)	127 (72%)

In the case of general or other administrator personnel 75 (30%) responded yes; 17 (7%) no; 4 (2%) did not know;

151 (61%) not applicable or not available. It is interesting to note that several personnel did not know if they were certifiable. In the contractor's opinion, this may be an excuse in cases where they did not meet certification standards. Nine respondents indicated they were eligible to receive certification but had not actually applied for it, and six respondents indicated they were not eligible to receive certification. The principal was the most frequently held position where certification was not held. In schools serving secondary age students, it was often found that subject field teachers (social studies, art, etc.) held certification in the subject field but not in special education. This is not a violation of standards, and it should be noted that over half of such teachers had enrolled in one or more appropriate special education courses which could lead to certification.

4.1-4h. Do case loads meet the minimum standard requirements? Are they less than the maximum class size?

Data to respond to this question are available from record reviews, teacher interviews, and observations. In the case of record reviews, 36 (20%) indicated case loads met requirements and, 140 (80%) indicated data were not available. This is not an unusual finding since class size or case load would rarely be specified in the records unless some notation were made for a specific child or purpose relating to individual needs which resulted in a certain required level of supervision such as one to one attention or small group size.

Data from teacher/support interviews revealed case load/class size ranged from 1 through 144. The extremely high number should not be a source of concern since persons indicating that number were paraprofessionals and functioned throughout a school and presumably had contact with all or nearly all the students enrolled. Teachers interviewed indicated 10 students were in their classes most frequently (26 respondents - 11%); 6 students (23 respondents - 10%); and 8 students or 9 students (17 respondents each - 7.5% each). In the cases of 59% of the teacher/support interviews, class size or case load was 10 students and under. An additional 16% of the interviews revealed class size to be 15 students or below.

Observation forms revealed class size/case load ranged from 1 - 20 students during the period of observation. Of the 114 observations completed, 6 students and 8 students per class were most frequently noted (15 sessions - 13% each). Next most frequent numbers observed were 4 students (14 sessions - 12%) and 10 students (11 cases - 10%). Overall in 84% of the observations class size was noted as 10 students or less. In the sessions where more than 10 students were observed, aides or additional teachers were in the instructional area. Such cases included physical education. Class activities most frequently observed were reading, math, social studies, and English. These class activities accounted for 39 (34%) of the 114 observations.

Thus the contractors believe that case loads and class sizes were within minimum requirements of the state in which the school was located (slight variations from Maryland standards were noted). Self contained classrooms tended to approximate maximum class sizes, but individual observation sessions revealed 22 sessions with a one-to-one ratio. The contractors must point out that all schools knew in advance when visits would take place, and it was possible that if standards had been exceeded, adjustments could have been made for the day of the visit. In visits scheduled at two nonpublic sites for specific days (one Level V and one Level VI), the visitation team was not allowed to complete the data gathering required, and it was necessary to reschedule the visit.

5.0 Are services provided which go beyond those specified on the IEP? Why are they given? How was the need for them determined? What is the cost of the additional services?

Again this overall question was divided into a series of subquestions for Level V public and nonpublic and Level VI public and nonpublic. The subquestions deal with the following areas:

5.1-3a. Are students receiving services which are not specified on their IEP? What are they? Why are they given? How was the need determined? What is the cost? Was MCPS informed of the change?

In the cases of the matched students, only one record review indicated a student was receiving services not specified in the IEP. This student was in a Level V nonpublic placement and was receiving music therapy and group counseling. Apparently no additional cost was involved, and the record review did not indicate the reason or how the need was determined. Record reviews were deemed not to be the best source of data for this question.

Administrator interviews for the matched students were analyzed for this question with the following results:

	Receiving Services Not Specified	No Additional Services	Could Not Answer
Level V Public	11 (61%)	2 (11%)	5 (28%)
Level V Nonpublic	15 (79%)	4 (21%)	0 (0%)
Level VI Public	0 (0%)	7 (100%)	0 (0%)
Level VI Nonpublic	1 (14%)	5 (72%)	1 (14%)

The administrators in the matched students' cases, with the exception of RICA, indicated that at least some services beyond those specified in the IEP were provided. The greatest frequency of such responses was in Level V public and nonpublic placements. It should be noted that the low number of cases in the Level VI matched student group would not be expected to reveal many such services.

An assumption was made that teacher/support staff interviews might provide a more realistic observation to respond to this question since the teachers and support staff should know the content of the IEP and be more familiar with student schedules. Data from the 228 teacher/support staff interviews indicated 67 (30%) individuals said students received services not specified on the IEP; 89 (39%) said they did not; 3 (1%) were unsure; and in 69 (30%) the person interviewed could not answer the question. The most frequently listed additional services by teachers were social studies, life skills, music therapy, and field trips.

Teacher interviews indicated that the primary reasons for providing additional services were individual needs of students or the services were a basic part of the school program. The determination for provision of additional services based upon teacher/support interviews was teacher or administration determination or the result of a team decision. Fifteen of the teacher/support staff indicated MCPS was informed through Placement Office staff and that extra charges were assessed only for medical or longer term individual psychiatric/psychological counseling services.

The contractors did note during the visits that certain nonpublic schools seemed to have a particular specialty service which was apparently provided to most if not all of the students enrolled. Such services included horsemanship, art or music therapy, and aquatic therapy. No additional charges were assessed for these specific activities, although their presence would have an impact upon the overall budget and tuition charge.

5.1-3b. Are students receiving more of a particular service than is specified on their IEP?

As noted in questions 3.1-4b. and c., frequency and duration of service were not specified to any great extent on the IEPs. Data from administrator interviews for matched students were very incomplete, and it was determined that teacher/support interview data would be the best source for responding to this question. Even from these interviews, either data were not available or those interviewed indicated no additional quantity was provided in 203 (89%) of responses. The 25 teacher/support staff who did say service was provided in excess of that specified indicated language arts, math, reading, and speech/language therapy were the most frequent areas. Reasons why these services were provided in excess of that specified were most frequently indicated to be individual needs as determined by the teachers. Only three said they knew that MCPS had been informed, and the information was provided to placement office in those cases. No additional charges were reported as assessed and the contractors generally felt where excess services were provided they appeared to be more of the nature of shorter term after school hour tutoring by a concerned staff member.

6.1 For Level V students with similar handicapping conditions served in public and nonpublic programs, how do services compare?

Primary data to respond to this question are drawn from record reviews, observations and interviews related to matched pairs of Level V students. Matching variables included handicapping condition, sex, age, and ethnic group. Each student in the sample differed from his/her match in many areas, but an extremely close match was obtained on the above variables.

Mentally Retarded

Nine students each in Level V public and Level V nonpublic comprised this group. Public schools represented by the group included Concord (3), Stephen Knolls (2), Walter Johnson (1), and Longview (3). Nonpublic schools represented by the group included Christ Church Child Center, Martha Lloyd (3), and Kennedy Institute (5). It should be noted that Martha Lloyd School is actually a Level VI placement, but CED's data indicated the student was Level V when matching took place.

The MCPS programs based upon IEP and student schedule data appeared to be more individualized than those in the nonpublic sector. More related service areas were listed on the IEP and schedule data for nonpublic schools, but these services appeared to be applied uniformly to all students enrolled at the school. Such areas as music therapy and guidance were routinely found on student programs in specific schools. All programs indicated commonalities in speech/language development, self care, functional skills and other such areas. MCPS schools did not schedule speech therapy for all students, and presumably need was the basis for such a service. One nonpublic school offered speech therapy one half hour per week to all of the students in the sample. Overall the MCPS programs would be viewed as being developed more in accordance with individual needs of the student and would therefore be deemed better for the student.

One interesting fact noted about this sample was that five MCPS students' psychological reports were over three years old. In the nonpublic sector three psychological reports were noted as out of date. One noncertified administrator was noted in the nonpublic facilities.

Emotionally Disturbed

Four students each in Level V public and Level V nonpublic comprised this group. The public placements were all at Mark Twain, and the nonpublic placements were at National Children's Center, Episcopal Center, Frost (discharged by time of study), and Chestnut Lodge (student resided in Lodge hospital setting).

Educational programs were quite similar for the public and nonpublic students in this group. Vocational or prevocational, social-emotional, language arts, and math were found in all programs represented. The nonpublic programs tended to indicate the specifications of more related services than did the public. Treatment plans of a periodic and vague nature were found to exist in two nonpublic students' cases. One student had been expelled from the nonpublic placement and had been receiving home instruction by MCPS for two months at the time of the site visit. In one case, the psychological report on file at the nonpublic facility was outdated, but a current psychological report was on file in MCPS central office records. In the public placements at Mark Twain, one two year IEP (with periodic updates) was noted for the period September 1980 - June 1982. A review had been completed in May 1982, but other periodic updates were not in evidence. One Mark Twain student was listed as a runaway for 2 1/2 months during 1981-82 but was back in school at the time of the study. Another Mark Twain student had been in a Level VI nonpublic facility two years prior to the study, but the nonpublic school had refused to readmit him the following year. This student had been served the past two years at Mark Twain.

Even though the programs differed with related services more frequently listed in nonpublic placements, it is the contractors' opinion that the programs were equivalent since general counseling services appeared to be as consistent in practice at Mark Twain (even though not listed as such) as in the nonpublic sector. It should also be noted that MCPS was serving two students (one Mark Twain and one home instruction) that nonpublic facilities had refused to readmit or had expelled. It appeared that the students in public placements were as severely disturbed as those students placed in the nonpublic facilities and even more severe in at least one case.

When all factors are included in a decision, a preference for the public programs and services would be expressed except in the one case where the student was currently residing in the nonpublic facility's hospital. The least restrictive placement for three of the four nonpublic students would be in the public classes given the severity level and needs of the student.

Learning Disabled

Three students each in Level V public and Level V nonpublic comprised this group. The public placements were at Mark Twain, Walter Johnson, and Lee Junior High and the nonpublic placements were at Chelsea and Kingsbury Lab School (2).

The educational program and services provided to these students were viewed as quite similar with traditional academic areas plus social skills and vocational when appropriate. A computerized IEP in one public placement was not as informative as those seen in other instances. One of the public students had been a Level VI nonpublic placement for one year. One of the nonpublic students had been the subject of a parental appeal and had been at the site for three years. Another nonpublic student had been recommended for return to public placement one and one half years earlier, but this return had not taken place. There was no evidence of parent opposition or any other reason why this change had not taken place. It was noted that one nonpublic administrator was not certified, and several teachers in the other nonpublic school were not certified in special education but were certified in a content area. Verbal assurances were provided that most teachers were attempting to become certified in special education. One of the nonpublic schools in this group was cited by the contractor for health and safety concerns in correspondence to MCPS. (See Appendix E)

Educationally with related services considered, there appeared to be no need for any of the three nonpublic students to be placed outside of MCPS. MCPS programs appeared to be preferable with more structure than those in the nonpublic sector. It appeared to the contractors that many of the nonpublic teachers were attempting to meet children's needs but lacked the training to do so in several cases. Facilities in MCPS were clearly superior.

Multiply Handicapped

Three students each in Level V public and Level V nonpublic comprised this group. The public placements were at Taylor Learning Center and Sandburg Learning Center (2). All of the nonpublic placements were in the Christ Church Child Center.

Very similar programs and services were available in both the public and nonpublic programs. In addition to standard academic areas expected for these students, common areas listed on the IEPs and schedules included language development, motor development, socio-emotional skills, and sensory training and development. Music therapy was noted as an additional service beyond the IEP in this nonpublic school. One of the public placements had a very detailed IEP including specified materials, equipment and teaching aproaches. Two of the nonpublic placements had similarly detailed IEPs. One public and one nonpublic student were found to have psychological evaluations slightly older than three years. One additional nonpublic student was found to have a current psychological report in MCPS files, but the nonpublic school records contained only the previous report which was more than three years old. In terms of facilities, MCPS programs were more adequately housed. The nonpublic program utilized space shared with church school classes and had less appropriate space for physical education types of activities. The nonpublic facility was doing all that could be expected to provide a good program within the limitations of the facilities.

Overall the public programs were judged equal to the nonpublic program in terms of the basic program and superior to the nonpublic program with respect to overall coordination and facilities. The nonpublic program was physically located in three sites which tended to inhibit the overall coordination. The contractors could see no reason for not serving the three nonpublic students in one of the MCPS schools. In the opinion of the contractor, the needs of the children did not differ to any degree between the public and nonpublic programs.

6.2 For Level VI students with similar handicapping conditions served in public and nonpublic programs, how do services compare?

The reader must recall that in the development of matched pairs for Level VI, an artifical match was developed utilizing the seven students at RICA as the public sector students. No other group was available for matching with Level VI nonpublic and only seven cases were available for matching pairs. The original objective of 20 matched pairs was not possible.

Thus the only school represented in the public match was RICA. Schools represented in the nonpublic matched pairs were: Devereux (Pennsylvania), and Au Clair. Emotional disturbance was the primary handicapping condition in all 14 cases.

In the opinion of the contractor, the RICA program is an excellent state operated program which is situated within Montgomery County. It is a relatively new program with probably the best facilities seen in any residential program. The school program is operated by MCPS, and many of the staff have been employed in previous situations within MCPS. Staff all appeared to be well trained, and the principal held a doctorate in the field of emotional disturbance from a major university. Overall the program was viewed as being superior to all except one of the nonpublic programs. The RICA school program (which is operated by MCPS) was more consistent with other MCPS programs as would be expected. This facility was the most favorable in meeting the least restrictive environment for the students served strictly on the basis of proximity to home. Three of the students had been served in the nonpublic sector at some time prior to enrollment at

RICA, and three of the students had previously been served in Level V (two Level V RICA) before the current Level VI placement at RICA.

For the seven students served in the nonpublic sector, three had previously been placed in MCPS Level V programs, and two had previously been placed in Level V nonpublic programs. Five had prior placement in other Level VI nonpublic facilities. Less program consistency and more instances of noncertified staff -- teaching (special education) and one principal -- were noted in the nonpublic sector. The distances from Montgomery County (Georgia, Pennsylvania and Delaware) in the cases of six students certainly would impact on least restrictive environment principles. Involvement with parents and home community were obviously hindered by distance.

While facilities were seen as adequate in all but one school, only one of the nonpublic schools had facilities that would equate to those of RICA. It should be noted that one of the Level VI nonpublic schools represented by the matched students was cited by the contractors for health and safety concerns, (See Appendix E) and one other facility relied upon local school district provided education programs -- some on-site and in some cases the children actually going to the local school district. The local school district in this case is a very small school district.

Overall the RICA program was deemed equal to the top nonpublic facility and superior to the others. It should also be noted that in some instances the more severely handicapped children were observed receiving appropriate educational programs in Level V placements with the less severe in Level VI nonpublic placements.

Overall Summary and Impressions

The contractors wish to stress that a range of good to poor educational programs were observed in both public and nonpublic Level V and Level VI placements. A range of good to poor facilities was also observed in both settings. Overall the MCPS facilities were superior in most instances to those seen in the nonpublic Level V and VI schools. While a few of the nonpublic programs had constructed special facilities which were equal to those of MCPS, many such programs were located in old townhouses, estates, churches, or old facilities in need of major renovation and/or remodeling. In many instances, relatively minor remodeling or renovation had been utilized to adapt spaces designed for a family's home to instructional areas. Programs housed in spaces shared with a church were subject to the constraints of rooms utilized by a church school or other church related activity.

While basic instructional activities could be provided with reasonable accommodation in some of these less than ideal physical areas, therapy and physical education programs suffered from inadequate and inappropriate space. Utilization of outdoor areas for physical education was subject to weather conditions.

In at least four instances, nonpublic schools did have relatively new specially constructed instructional or residential facilities that were equivalent to those in the public sector. However, dormitory/sleeping or living areas were less adequate in appearance than instructional areas.

In two specific instances of Level VI nonpublic programs, the large facility and number of residents (often exceeding school age) reminded the contractors of large state residential facilities of the past for the mentally retarded or emotionally disturbed. State operated facilities of this type have received extreme criticism in the past 20 years and have been forced by courts, agency policy, and programmatic concerns to deinstitutionalize and reduce resident population. Such changes apparently have not been required for the nonpublic facilities.

Salaries of teachers and other professional direct service personnel (psychologists and therapists) employed in the nonpublic programs were found to be lower than the prevailing rate in the surrounding public school districts. It appeared two specific groups of teachers were employed in the nonpublic programs -- those who were unsuccessful in obtaining positions in the public schools and those whose incomes were not required for major support of a family. In several cases, nonpublic staff members indicated a willingness to work at a lower salary to avoid the required meetings, conferences, and detailed record keeping in the public sector. Such meetings, conferences, and record keeping, however, may influence the consistency of programs and other program organizational features which appeared to be lacking in those nonpublic programs. Several staff members indicated that they were continuing in their effort to secure positions in the public sector.

A special note should be made of the teaching and other necessary work provided in at least two nonpublic facilities by contributing service nuns. The tuition costs of those two programs were substantially less than costs of comparable programs where all staff were paid. It should be noted that these two facilities received subsidies for their programs from the church or a variety of lay and religious groups. The low tuition costs of these programs tend to reduce the average costs of nonpublic programs. Two other nonpublic Level VI programs were subsidized by a sponsoring church which tended to reduce tuition costs.

Administrators of nonpublic programs were found in many instances not to hold or be eligible for appropriate state certification as administrators of special education or building principals. Many teachers in nonpublic facilities serving secondary age students were found to hold subject field certification but not special education certification. A few such teachers were found in public programs. All such public school personnel were taking appropriate coursework leading to certification, and some nonpublic teachers were enrolled in appropriate courses. Overall in the area of certification, the public sector was in full compliance with state standards more often than nonpublic schools.

Many of the nonpublic programs (Level V and VI) utilized a single theory or approach in teaching or therapy as opposed to a more eclectic approach observed in the public sector. If the former approach is to be utilized, extreme care should be taken to attempt to match a student's needs to a particular program. In many of the nonpublic programs, all students received a particular related service or therapy which was a routine part of the program whether specified on the IEP or not. While such a service or therapy was not a separate item for billing purposes, it would necessarily influence the overall costs of the facility or program.

At the time of the visits to the Level V and VI public and nonpublic programs, it appeared to the contractors that well over half of the students observed in nonpublic programs could and probably should have been served in the public sector. Students with more severe handicaps were observed receiving appropriate programs in the public sector. While it is true many of the nonpublic placements were made by other agencies, the reasons for such placements could have been resolved and the students returned to public programs.

Many references were made by MCPS staff to a "grandfather clause" which was never provided to the contractor even though it was requested. Apparently the MCPS board or administration approved the clause which allowed those students in nonpublic programs at a date in 1977 or 1978 to remain in such programs at public expense. Apparently the clause was to remain in effect for a one year period although many individuals seemed to feel it was for the remainder of a student's educational program. It appears that many students have been continued in nonpublic placements because of the "grandfather clause" which apparently did not apply beyond a one year period.

The contractors acknowledge that attempts to return students to public programs would probably be met with resistance by some parents and some MCPS staff members. In the case of parents, the reasons may be equated to "nonpublic" with "better" or for Level VI students the additional burdens placed upon the family for the return of the handicapped child to the home. In the case of staff members, the lack of consistency and similarity of program to MCPS, may be viewed as a barrier to reentry to public programs. Clearly the reasons specified by state and federal statute for seeking nonpublic placement is the inability of a school district to provide appropriate programs for a given student. The enrollment in the Montgomery County Schools is large enough that programs could and should have been developed for most handicapped learners within the district.

The reason for placement in nonpublic programs for a given child may have been eliminated by progress of the child or through development of programs that did not exist at an earlier date. When such is the case, every effort must be made to return the student to the less restrictive public programs.

Appendix A

RFP Q 1: What are the characteristics of school-aged students being served in Levels V and VI public and nonpublic programs? Are there systematic differences between students in public and nonpublic programs which are unrelated to services needed?

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.0 For school-aged students with the same handicapping condition, do differences exist in the characteristics of students served in public vs. nonpublic programs?	1.0 Federal law and Maryland State Bylaw require that the placement of handicapped children must not be culturally or racially discriminatory (45 C.F.R. 121a530(b)). Maryland State Bylaw also prohibits discrimination on the basis of sex, language, and national origin (13.04.01.05A). - Children must be placed in an appropriate educational setting (public or nonpublic) based on exceptional education needs, not on the basis of race, sex, or age. - Each student must be guaranteed an equitable application of placement considerations (public or nonpublic) regardless of his/her handicap, race, sex, or age.	1.0 CEDS 11/16/81 Printout Record Review	1.0 *The characteristics of the school-aged students with the same handicapping conditions served in public schools might be expected to equate to those served in nonpublic schools. Product: Matrix and/or Summary Tables by Level.
1.1 Do systematic differences exist in the race of Level V students with the same handicapping condition in public and nonpublic schools?	1.1 See 1.0	1.1 CEDS 11/16/81 Printout Record Review	1.1 *Racial proportions of Level V students with the same handicapping condition in nonpublic schools might be expected to be within 10% of those in public schools.
1.2 Do systematic differences exist in the sex of Level V students with the same handicapping condition in public and nonpublic schools?	1.2 See 1.0	1.2 CEDS 11/16/81 Printout Record Review	1.2 *Male/female proportions of Level V students with the same handicapping condition in nonpublic schools might be expected to be within 10% of those in public schools.

*A 10% level has been chosen a priori, therefore additional comparisons may be deemed necessary.

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.3 Do systematic differences exist in the age of Level V students with the same handicapping condition in public and nonpublic schools?	1.3 See 1.0	1.3 CEDS 11/16/81 Printout Record Review	1.3 *Age proportions of Level V students with the same handicapping condition in nonpublic schools might be expected to be within 10% of those in public schools
1.4 Do systematic differences exist in the race of Level VI students with the same handicapping condition in public and nonpublic residential facilities?	1.4 See 1.0	1.4 CEDS 11/16/81 Printout Record Review	1.4 *Racial proportions of Level VI students with the same handicapping condition in nonpublic residential facilities might be expected to be within 10% of those MCPS students in public residential facilities (RICA II, neighboring localities' public residential facilities, state facilities).
1.5 Do systematic differences exist in the sex of Level VI students with the same handicapping condition in public and nonpublic residential facilities	1.5 See 1.0	1.5 CEDS 11/16/81 Computer Printout Record Review	1.5 *Male/female proportions of Level VI students with the same handicapping condition in nonpublic residential facilities might be expected to be within 10% of those MCPS students in public residential facilities (RICA II, neighboring localities' public residential facilities, state facilities).
1.6 Do systematic differences exist in the age of Level VI students with the same handicapping condition in public and nonpublic residential facilities?	1.6 See 1.0	1.6 CEDS 11/16/81 Computer Printout Record Review	1.6 *Age proportions of Level VI students with the same handicapping condition in nonpublic residential facilities might be expected to be within 10% of those MCPS students in public residential facilities (RICA II, neighboring localities' public residential facilities, state facilities).

*A 10% level has been chosen a priori; therefore additional comparisons may be deemed necessary.

Evaluation Question	Standard	Data Source	Decision Factors/Product
2.0 For Level V and VI school-aged children which handicapping conditions are more likely to be served in the public or nonpublic sector?	2.0 Federal and state law and MCPS Policy require that special classes, separate schooling or other removal of handicapped students from the regular educational environment may occur only when the nature or severity of the handicap is such that education in the regular classes with the use of supplementary aids and services may not be achieved satisfactorily (45 C.F.R. 121a.550(b)(2); 45 C.F.R. 84.34(a); 13.04.01.06E; 834-78). Federal regulations stipulate that LEA's must ensure that a continuum of alternative placements is available including...self-contained special classes in a special public day school facility; special schools (self-contained special classes in a private day facility; public or private residential facility) (45 C.F.R. 121a551; DAS Bulletin #14 p. 19 (7/79)). Maryland State Bylaw describes the continuum of alternative placements by level...Level V children are those which require a comprehensive special education setting for the entire school day in a special wing or day school; Level VI children are those which require 24-hour special education programing and personal care (13A.05.01.06E(e)(f)).	2.0 CEDS 11/16/81 Computer Printout Record Reviews	2.0 Decision factor is not applicable. Product: description.

Evaluation Question	Standard	Data Source	Decision Factors/Product
	2.0 Continued MCPS policy stipulates that a continuum of alternative educational services will be provided so that students can be placed in public or private programs appropriate to their individual needs, considering the intensity of services, instructional adaptations and specialized services. Any child suspected of requiring Level V or VI services must be referred to the area director of continuum education (Board of Education Resolution 834-78; (ACES, p. 17).		
2.1 For Level V school-aged students which handicapping conditions are more likely to be served in the public sector?	2.1 See 2.0	2.1 CEDS 11/16/81 Computer Printout Record Reviews	2.1 See 2.0
2.2 For Level V school-aged students which handicapping conditions are more likely to be served in the private sector?	2.2 See 2.0	2.2 CEDS 11/16/81 Computer Printout Record Review	2.2 See 2.0
2.3 For Level VI school-aged students which handicapping conditions are more likely to be served in the public sector?	2.3 See 2.0	2.3 CEDS 11/16/81 Computer Printout Record Review	2.3 See 2.0
2.4 For Level VI school-aged students which handicapping conditions are more likely to be served in the private sector?	2.4 See 2.0	2.4 CEDS 11/16/81 Computer Printout Record Review	2.4 See 2.0

RFP Q 2: What Levels V and VI public and nonpublic programs currently exist for serving handicapped students? What are the characteristics of these programs and how do public and nonpublic programs addressing similarly handicapping conditions compare?

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.0 Using the information collected in Q 1, describe the distribution of school-aged students by programs for each of the programs listed.	1.0 Federal and state law and MCPS policy require that special classes, separate schooling or other removal of handicapped students from the regular educational environment may occur only when the nature or severity of the handicap is such that education in the regular classes with the use of supplementary aids and services may not be achieved satisfactorily (45 C.F.R. 121a.550(b)(2); 45 C.F.R. 84.34(a); 13.04.01.06E; 834-78). Federal regulations stipulate that LEA's must ensure that a continuum of alternative placements is available, including self-contained special classes in a special public day school facility; special schools (self-contained special classes in a private day facility; public or private residential facility) (45 C.F.R. 121a551; DAS Bulletin #14 p. 19 (7/79)). Maryland State Bylaw describes the continuum of alternative placements by level. Level V children are those which require a comprehensive special education setting for the entire school day in a special wing or day school; Level VI children are those which require 24-hour special education programming and personal care(13A.05.01.06E (e) (f)).	1.0 CEDS 11/16/81 Computer Printout Public and nonpublic program descriptions provided by MCPS and nonpublic schools.	1.0 Decision factor not applicable Product: Descriptive report to include tables.

Evaluation Question	Standard	Data Source	Decision Factors/Product
	1.0 Continued MCPS policy stipulates that a continuum of alternative educational services will be provided so that students can be placed in public or private programs appropriate to their individual needs, considering the intensity of services, instructional adaptations and specialized services. Any child suspected of requiring Level V or VI services must be referred to the area director of continuum education (Board of Education Resolution 834-78) (ACES, p. 17).		
1.1 For each public school program providing Level V services what is (are) the:	1.1 See 1.0	1.1 CEDS 11/16/81 Computer Printout Public program descriptions provided by MCPS and nonpublic schools.	1.1 Decision factor not applicable
a. Handicapping condition(s) served? b. Location of services? c. Age range served? d. Services available? e. Related services available? f. Unique program options? q. Unique program exclusion factors? h. Tuition range?			a. See 1.1 b. See 1.1 c. See 1.1 d. See 1.1 e. See 1.1 f. See 1.1 g. See 1.1 h. See 1.1
1.2 For each public residential program providing Level VI services to MCPS children (RICA II, neighboring districts, facilities, state facilities) what is (are) the:	1.2 See 1.0	1.2 CEDS 11/16/81 Computer Printout Public program description provided by MCPS and nonpublic schools.	1.2 Decision factor not applicable Product: description
a. Handicapping condition(s) served?			a. See 1.2

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.2 Continued b. Location of services? c. Level(s) served? d. Age range served? e. Services available? f. Related services available? g. Unique program options? h. Unique program exclusion factors? i. Tuition range?			b. See 1.2 c. See 1.2 d. See 1.2 e. See 1.2 f. See 1.2 g. See 1.2 h. See 1.2 i. See 1.2
1.3 For each nonpublic school program providing Level V services what is (are) the: a. Handicapping condition(s) served? b. Location of services? c. Level(s) served? d. Age range served? e. Services available? f. Related services available? g. Unique program options? h. Unique program exclusion factors? i. Tuition range?	1.3 See 1.0	1.3 CEDS 11/16/81 Computer Printout Nonpublic program descriptions provided by MCPS and nonpublic schools.	1.3 Decision factor not applicable a. See 1.3 b. See 1.3 c. See 1.3 d. See 1.3 e. See 1.3 f. See 1.3 g. See 1.3 h. See 1.3 i. See 1.3
1.4 For each nonpublic school program providing Level VI services what is (are) the: a. Handicapping condition(s) served? b. Location of service(s)? c. Level(s) served? d. Age range served? e. Services available? f. Related services available?	1.4 See 1.0	1.4 CEDS 11/16/81 Computer Printout Nonpublic program descriptions provided by MCPS and nonpublic schools.	1.4 Decision factor not applicable a. See 1.4 b. See 1.4 c. See 1.4 d. See 1.4 e. See 1.4 f. See 1.4

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.4 Continued g. Unique program options? h. Unique program exclusion factors? i. Tuition range?			g. See 1.4 h. See 1.4 i. See 1.4

Evaluation	Standard	Data Source	Decision Factors/Product
2.0 What is the range of handicapping conditions served by school-aged public and nonpublic programs?*	2.0 Federal and state law and MCPS Policy require that special classes, separate schooling or other removal of handicapped students from the regular educational environment may occur only when the nature or severity of the handicap is such that education in the regular classes with the use of supplementary aids and services may not be achieved satisfactorily (45 C.F.R. 121a.550(b)(2); 45 C.F.R. 84.34(a); 13.04.01.06E; 834-78). Federal regulations stipulate that LEA's must ensure that a continuum of alternative placements is available, including self-contained special classes in a special public day school facility; special schools (self-contained special classes in a private day facility; public or private residential facility) (45 C.F.R. 121a551; DAS Bulletin #14 p. 19 (7/79)). Maryland State Bylaw describes the continuum of alternative placements by level. Level V children are those which require a comprehensive special education setting for the entire school day in a special wing or day school; Level VI children are those which require 24-hour special education programming and personal care(13A.05.01.06 E(e)(f)).	2.0 CEDS 11/16/81 Computer Printout Public and nonpublic program descriptions provided by MCPS and nonpublic schools	2.0 Decision factor not applicable Product: Descriptive report to include tables.

*CEDS Reference Manual Fall 1980 and CEDS Packet of Information and Procedures 1981-82

Evaluation Question	Standard	Data Source	Decision Factors/Product
	2.0 Continued MCPS policy stipulates that a continuum of alternative educational services will be provided so that students can be placed in public or private programs appropriate to their individual needs, considering the intensity of services, instructional adaptations and specialized services. Any child suspected of requiring Level V or VI services must be referred to the area director of continuum education (Board of Education Resolution 834-78) (ACES, p. 17).		
2.1 What is the range of handicapping conditions served in Level V public programs?	2.1 See 2.0	2.1 CEDS 11/16/81 Computer Printout Program descriptions provided by MCPS.	2.1 See 2.0
2.2 What is the range of handicapping conditions served in Level V nonpublic programs?	2.2 See 2.0	2.2 CEDS 11/16/81 Computer Printout Program descriptions provided by MCPS and nonpublic schools.	2.2 See 2.0
2.3 What is the range of handicapping conditions served in Level VI public programs (RICA II)?			2.3 See 2.0
2.4 What is the range of handicapping conditions served in Level VI nonpublic programs?			2.4 See 2.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.0 To what extent do school-aged public and nonpublic programs provide a continuum of services in the type of handicapping condition served?	3.0 Federal and state law and MCPS Policy require that special classes, separate schooling or other removal of handicapped students from the regular educational environment may occur only when the nature or severity of the handicap is such that education in the regular classes with the use of supplementary aids and services may not be achieved satisfactorily (45 C.F.R. 121a.550(b)(2); 45 C.F.R. 84.34(a); 13.04.01.06E; 834-78). Federal regulations stipulate that LEA's must ensure that a continuum of alternative placements is available, including self-contained special classes in a special public day school facility; special schools (self-contained special classes in a private day facility; public or private residential facility) (45 C.F.R. 121a551; DAS Bulletin #14 p. 19 (7/79)). Maryland State Bylaw describes the continuum of alternative placements by level. Level V children are those which require a comprehensive special education setting for the entire school day in a special wing or day school; Level VI children are those which require 24-hour special education programming and personal care (13A.05.01.06E (e)(f)).	3.0 CEDS 11/16/81 Computer Printout Public and nonpublic program descriptions provided by MCPS and nonpublic schools.	3.0 Decision factors not applicable Product: Descriptive tables and/or matrices.

Evaluation Question	Standard	Data Source	Decision Factors/Product
	3.0 Continued MCPS policy stipulates that a contiuum of alternative educational services will be provided so that students can be placed in public or private programs appropriate to their individual needs, considering the intensity of services, instructional adaptations and specialized services. Any child suspected of requiring Level V or VI services must be referred to the area director of continuum education (Board of Educatio Resolution 834-78) (ACES, p. 17).		
3.1 For each handicapping condition served by Level V public programs what is the continuum of services?	3.1 See 3.0	3.1 Public program descriptions provided by MCPS.	3.1 See 3.0
3.2 For each handicapping condition served by Level VI public programs (RICA II) what is the continuum of services?	3.2 See 3.0	3.2 Public program descriptions provided by MCPS.	3.2 See 3.0
3.3 For each handicapping condition served by Level V nonpublic programs what is the continuum of services?	3.3 See 3.0	3.3 Nonpublic program descriptions provided by private school.	3.3 See 3.0
3.4 For each handicapping condition served by Level VI nonpublic programs what is the continuum of services?	3.4 See 3.0	3.4 Nonpublic program descriptions provided by private school.	3.4 See 3.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.0 Where do unique services appear to exist? For which handicapping conditions do multiple alternatives exist?	4.0 No legal standard	4.0 Public and nonpublic program descriptions provided by MCPS and private schools.	4.0 Decision factor not applicable Product: Descriptive report
4.1 What Level V public programs have unique services?	4.1 See 4.0	4.1 Public program descriptions provided by MCPS.	4.1 See 4.0
4.2 What Level V nonpublic programs have unique services?	4.2 See 4.0	4.2 Nonpublic program descriptions provided by private schools.	4.2 See 4.0
4.3 What Level VI (RICA II, neighboring localities, state facilities) programs have unique services?	4.3 See 4.0	4.3 Public program descriptions provided by MCPS.	4.3 See 4.0
4.4 What Level VI nonpublic programs have unique services?	4.4 See 4.0	4.4 Nonpublic program descriptions provided by private schools.	4.4 See 4.0
4.5 For each handicapping condition served by Level V public programs do multiple alternatives exist?	4.5 See 4.0	4.5 Public program descriptions provided by MCPS.	4.5 See 4.0
4.6 For each handicapping condition served by Level V nonpublic programs do multiple alternatives exist?	4.6 See 4.0	4.6 Nonpublic program descriptions provided by private schools.	4.6 See 4.0
4.7 For each handicapping condition served by Level VI public programs do multiple alternatives exist?	4.7 See 4.0	4.7 Public program descriptions provided by MCPS.	4.7 See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.8 For each handicapping condition served by Level VI nonpublic programs do multiple alternatives exist?	4.8 See 4.0	4.8 Nonpublic program descriptions provided by private schools.	4.8 See 4.0

RFP Q3: What are the characteristics of services actually being provided to school-aged students in Levels V and VI public and nonpublic programs? Do the services provided match the program specifications developed in Q2? Do the services meet the needs of the student as specified on the IEP? Do the services provided meet minimal educational standards as required by the Maryland State Special Education Bylaw?*

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.0 Is there a difference in the length of time that school-aged students have been in the public and nonpublic programs?**	1.0 Federal regulations, Maryland State Bylaws and MCPS policy require that at least yearly each child's Individualized Education Program be reviewed (45 C.F.R. 121.a343; 13.04.01.06D(5),(6),(7); ACES p. 18). Federal and state law and MCPS Policy require that special classes, separate schooling or other removal of handicapped students from the regular educational environment may occur only when the nature or severity of the handicap is such that education in the regular classes with the use of supplementary aids and services may not be achieved satisfactorily (45 C.F.R. 121a.550(b)(2); 45 C.F.R. 84.34(a); 13.04.01.06E; 834-78). If a student is not making progress and the resources of the school have been exhausted, the student will be referred to the "area" for more intensive services. The annual review shall determine: -Whether the child has achieved the goals set forth in his/her IEP, -Whether the child has met the criteria which indicate readiness to enter into a less intensive special education program level,	1.0 Record Reviews	1.0 There should be evidence of placement review at least annually for each student in the public and private sector. Product: Matrix students by level and handicapping condition by time in public and nonpublic programs, report.

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*Information obtained from RFP Q3 will be based on a random sample of programs.

**Originally in RFP Q1, and meant for the entire Levels V and VI population, however since historical data is not available on CEDS tapes, the information will be obtained from record reviews of students within the sample.

Evaluation Question	Standard	Data Source	Decision Factors/Product
	1.0 Continued -Whether the program the child is in should be specifically modified to render it more suitable to the child's needs.		
1.1 Is there evidence of repeated changes for students from public to nonpublic to public...	1.1 See 1.0	1.1 Record Reviews	1.1 Within the sample a representative sample of each handicapping condition will be drawn. Decision to be based upon one or more of the following: a. Age of entry into program, b. Goals and objectives on IEP, c. ARD committee minutes.
1.2 Is there evidence of students remaining in a particular program when change is warranted?	1.2 See 1.0	1.2 Record Reviews	1.2 See 1.1
1.3 How many students have had no change in program or level from the date of initial entry?	1.3 See 1.0	1.3 Record Reviews	1.3 See 1.1
1.4 Are there time differences in review of placement for Level V students placed in public and nonpublic schools (in annual reviews, ARD meetings)?	1.4 See 1.0	1.4 Record Reviews	1.4 There should be no differences in the length of time between reviews for those Level V students in the public sector and those in the private sector.
1.5 Are there time differences in the review of placement for Level VI students placed in public and nonpublic schools?	1.5 See 1.0	1.5 Record Reviews	1.5 There should be no differences in the length of time between reviewing for those Level VI students in the public sector and those in the private sector.

Evaluation Question	Standard	Data Source	Decision Factors/Product
2.0 To what extent have school-aged students currently in public and nonpublic programs changed programs or levels of service since being placed in special education?*	2.0 If a student is not making progress and the resources of the school have been exhausted, the student will be referred to the "area" for more intensive services The annual review shall determine: -Whether the child has achieved the goals set forth in his/her IEP, -Whether the child has met the criteria which indicate readiness to enter into a less intensive special education program level, -Whether the program the child is in should be specifically modified to render it more suitable to the child's needs.	2.0 Record Reviews	2.0 Decision factor not applicable. Product: Matrix and/or Summary Tables reflecting changes in levels or programs of public and nonpublic students; reflecting numbers of students whose total educational experience has been in Level V or VI by public or nonpublic and handicapping conditions.
2.1 How many current Level V students in the public sector have had no change in program or level?	2.1 See 2.0	2.1 Record Reviews	2.1 See 2.0
2.2 How many current Level V students in the public sector have had one or more changes in program or level?	2.2 See 2.0	2.2 Record Reviews	2.2 See 2.0
2.3 How many current Level VI students in the public sector have had no change in their program or level?	2.3 See 2.0	2.3 Record Reviews	2.3 See 2.0
2.4 How many current Level VI students in the public sector have had one or more changes in program or level?	2.4 See 2.0	2.4 Record Reviews	2.4 See 2.0

*Originally in RFP QI, and meant for the entire Level V and VI population, however since historical data is not available on CEDS tapes, the information will be obtained from record reviews of students within the sample.

Evaluation Question	Standard	Data Source	Decision Factor/Product
2.5 How many current Level V students in the private sector have had no change in program or level?	2.5 See 2.0	2.5 Record Reviews	2.5 See 2.0
2.6 How many current Level V students in the private sector have had one or more changes in program or level?	2.6 See 2.0	2.6 Record Reviews	2.6 See 2.0
2.7 How many current Level VI students in the private sector have had no change in program or level?	2.7 See 2.0	2.7 Record Reviews	2.7 See 2.0
2.8 How many current Level VI students in the private sector have had one or more changes in program or level?	2.8 See 2.0	2.8 Record Reviews	2.8 See 2.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.0 Are students receiving services* specified for them on their IEP? If not, why?	3.0 The term "individualized educational program" means a written statement for a handicapped child that is developed and implemented in accordance with Sections 121a.341-.349 of the Part B of EHA regulations (45 C.F.R. 121a.340). The individualized education program is a written comprehensive outline for total special education services which describes the special education needs of the child and the services to be provided to meet those needs. The goals, objectives, activities, and materials shall be adapted to the needs, interests, and abilities of each student (13.04.01.06D(1)). The IEP is a written comprehensive outline for total special education services based on assessment information and input from parents/students (ACES, p. 18).	3.0 Record Reviews Observations Interviews Descriptions	3.0 While failure to deliver the specified services to one child, in the strictest sense of legal requirements, is a problem, a negative decision would not be offered unless a "no" answer is indicated in 10% or more of any specified sample group (in Level V public, Level V nonpublic). Product: Report.

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*Services are defined as special education services and related services.

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.1 Are Level V public school students receiving the services specified for them on their IEP?	3.1 See 3.0	3.1 Record Reviews Observations Interviews Descriptions	3.1 See 3.0
a. Did the services begin on the actual date specified on the IEP? If not, why?		a. See 3.1	
b. Are the services delivered to the student with the frequency specified on the IEP? If not, why?		b. See 3.1	
c. Are the services delivered with the duration specified on the IEP? If not, why?		c. See 3.1	
d. Are the services delivered to the student using the materials specified on the IEP? If not, why?		d. See 3.1	
e. Are the instructional approaches in the service delivery the same as those specified on the IEP? . academic . behavioral . social . pre-vocational If not, why?		e. See 3.1	
f. If any special equipment is specified on the IEP, is it actually used in service delivery? If not, why?		f. See 3.1	

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.2 Are Level V nonpublic school students receiving the services specified for them on their IEP?	3.2 See 3.0	3.2 Record Reviews Observations Interviews Descriptions	3.2 See 3.0
a. Did the services begin on the actual date specified on the IEP? If not, why?		a. See 3.2	
b. Are the services delivered to the student with the frequency specified on the IEP? If not, why?		b. See 3.2	
c. Are the services delivered with the duration specified on the IEP? If not, why?		c. See 3.2	
d. Are the services delviered to the student using the materials specified on the IEP? If not, why?		d. See 3.2	
e. Are the instructional approaches in the service delivery the same as those specified on the IEP? . academic . behavioral . social . pre-vocational If not, why?		e. See 3.2	
f. If any special equipment is specified on the IEP, is it actually used in service delivery? If not, why?		f. See 3.2	

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.3 Are Level VI public school students receiving the services specified for them on their IEP? (dependent upon consent of Rica II)	3.3 See 3.0	3.3 Record Reviews Observations Interviews Descriptions	3.3 See 3.0
a. Did the services begin on the actual date specified on the IEP? If not, why?		a. See 3.3	
b. Are the services delivered to the student with the frequency specified on the IEP? If not, why?		b. See 3.3	
c. Are the services delivered with the duration specified on the IEP? If not, why?		c. See 3.3	
d. Are the services delivered to the student using the materials specified on the IEP? If not, why?		d. See 3.3	
e. Are the instructional approaches in the service delivery the same as those specified on the IEP? . academic . behavioral . social . pre-vocational If not, why?		e. See 3.3	
f. If any special equipment is specified on the IEP, is it actually used in service delivery? If not, why?		f. See 3.3	

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.4 Are level VI nonpublic school students receiving the services specified for them on the IEP?	3.4 See 3.0	3.4 Record Reviews Observations Interviews Descriptions	3.4 See 3.0
a. Did the services begin on the actual date specified on the IEP? If not, why?		a. See 3.4	
b. Are the services delivered to the student with the frequency specified on the IEP? If not, why?		b. See 3.4	
c. Are the services delivered with the duration specified on the IEP? If not, why?		c. See 3.4	
d. Are the services delivered to the student using the materials specified on the IEP? If not, why?		d. See 3.4	
e. Are the instructional approaches in the service delivery the same as those specified on the IEP? . academic . behavioral . social . pre-vocational If not, why?		e. See 3.4	
f. If any special equipment is specified on the IEP, is it actually used in service delivery? If not, why?		f. See 3.4	

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.0 Do the services provided meet standards of minimun educational quality? Do they go beyond?	4.0 There is no single legal standard for minimum educational quality (See 4.1 a-h).	4.0 Record Reviews IEP Observations Interviews Descriptions	4.0 While failure to meet the standards of minimum educational quality to one child is in the strictest sense of legal requirements a problem, a negative decision would not be offered unless a "no" answer was stated in 10% or more of any specified sample group (in Level V public, Level V nonpublic). Any services which go beyond the minimum requirements will be noted. Product: Report
4.1 Do the services provided Level V public students meet standards of minimum educational quality? Do they go beyond?	4.1 See 4.0	4.1 Record Reviews IEP Observations Interviews Descriptions	4.1 See 4.0
a. Are the minimum required assessments completed? Are more than the minimum completed?	a. Before any action is taken with respect to the initial placement of a handicapped child in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of Section 121a.532 (45 C.F.R. 121a.531). A recipient that operates a public elementary or secondary education program shall conduct an evaluation of any person who, because of handicap, needs or is believed to need special education or related services before	a. See 4.1	a. See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
	4.1 a. Continued taking any action with respect to the initial placement of the person in a regular or special education program and any subsequent significant change in placement (45 C.F.R. 84.35(a)). MCPS policies and procedures regarding assessments for specific handicapping conditions.		
b. Are the minimum required people developing the IEP? More than the minimum?	b. Federal and state law and MCPS policy stipulate, that: -The public agency shall insure that each meeting includes the following participants: . A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special children. . The child's teacher. . One or both of the child's parents. subject to Section 121a.345. . The child, where appropriate. . Other individuals at the discretion of the parent or agency.	b. See 4.1	b. See 4.0 Note: Individuals certified only in guidance or school psychology cannot serve as the "representative of the public agency."

Evaluation Question	Standard	Data Source	Decision Factors/Product
	4.1 b. Continued -Evaluation personnel. For a handicapped child who has been evaluated for the first time, the public agency shall insure: . That a member of the evaluation team participates in the meeting. . That the representative of the public agency, the child's teacher, or some other person is present at the meeting, who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation (45 C.F.R. 121a334) (Maryland Annual Program Plan 1981) (ACES, p. 19).		
c. Are the services provided consistent with the minimum requirements of the IEP? Are services provided consistent with more than the minimum requirements of the IEP?	c. Federal and state law and MCPS policy stipulate that each child's IEP must include: -A statement of the child's present levels of educational performance. -A statement of annual goals, including short-term instructional objectives. -A statement of the specific	c. See 4.1	c. See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
	4.1 c. Continued special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs. -The projected dates for initiation of services and the anticipated duration of the services. -Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, that objectives are being achieved ((45 C.F.R. 121a346)(13.04.01.06 D(4)) (ACES, p. 18).		
d. Is there a review of the IEP at least annually? More often if warranted?	d. Federal and state law and MCPS policy state that: Review. Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year (45 C.F.R. 121a343).	d. See 4.1	d. See 4.0
e. Does the review of the IEP stipulate at least: attainment of goals attainment of criteria to enter a less intensive program and whether	e. Maryland State Bylaw stipulates that the annual review must contain:	e. See 4.1	e. See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.1 e. Continued the student's program needs modification? Do annual reviews go beyond the minimum requirements?	4.1 e. Continued -Whether the child has achieved the goals set forth in his individualized education program. -Whether the child has met the criteria which indicate readiness to enter into a less intensive special education program level. -Whether the program the child is in should be specifically modified to render it more suitable to the child's needs 130401.06D(7).		
f. Is there evidence of treatment plans and/or lesson plans on a daily basis?	f. After the service is started, the teacher or specialist who is working with the child identifies daily teaching activities based on short-term objectives in the IEP and indicates the information on the Detailed Plan Form (Appendix A, Sample 15). The number of activities that are needed will vary from child to child. Within each activity, the methods, stragegies, and materials will be specified. It is anticipated that the person working with the child will be able to develop the detailed plan with 30 days, if the service is on a frequent basis.	f. See 4.1	f. See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
	4.1 f. Continued The draft of the detailed plan is discussed with parents. It is suggested that refinements and revisions in daily activities, if necessary, be reported to parents at regular intervals, such as report card dates (ACES, p. 18-20).		
g. Do personnel meet minimum certification and/or licensure requirements? Do they go beyond?	g. All personnel must meet the minimum standards for certification as stipulated by Maryland Bylaw (13A.07.01.01, .02, .03).	g. See 4.1	g. See 4.0
h. Do case loads meet the minimum standard requirements? Are they less than the maximum class size?	h. The maximum class size for Level V services and Level VI services (13A.05.01.06.E).	h. See 4.1	h. See 4.0
4.2 Do the services provided Level V nonpublic students meet standards of minimum educational quality? Do they go beyond?	4.2 See 4.0	4.2 Record Reviews IEP Observations Interviews Descriptions	4.2 See 4.0
a. Are the minimum required assessments completed? Are more than the minimum completed?	a. See 4.1 a.	a. See 4.2	a. See 4.0
b. Are the minimum required people developing the IEP? More than the minimum?	b. See 4.1 b	b. See 4.2	b. See 4.1 b.

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.2 c. Are the services provided consistent with the minimum requirements of the IEP? Are services provided consistent with more than the minimum requirements of the IEP?	c. See 4.1 c.	c. See 4.2	c. See 4.0
d. Is there a review of the IEP at least annually? More often if warranted?	d. See 4.1 d.	d. See 4.2	d. See 4.0
e. Does the review of the IEP stipulate at least: attainment of goals, attainment of criteria to enter a less intensive program and whether the student's program needs modification? Do annual reviews go beyond the minimum requirements?	e. See 4.1 e.	e. See 4.2	e. See 4.0
f. Is there evidence of treatment plans and/or lesson plans on daily basis?	f. See 4.1 f.	f. See 4.2	f. See 4.0
g. Do personnel meet minimum certification and/or licensure requirements? Do they go beyond?	g. See 4.1 g.	g. See 4.2	g. See 4.0
h. Do case loads meet the minimum standard requirements? Are they less than the maximum class size?	h. See 4.1 h.	h. See 4.2	h. See 4.0
4.3 Do the services provided Level VI public students meet standards of minimum educational quality? Do they	4.3 See 4.0	4.3 Record Reviews IEP Observations	4.3 See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.3 Continued go beyond?		4.3 Continued Interviews Descriptions	
a. Are the minimum required assessments completed? Are more than the minimum completed?	a. See 4.1 a.	a. See 4.3	a. See 4.0
b. Are the minimum required people developing the IEP? More than the minimum?	b. See 4.1 b.	b. See 4.3	b. See 4.1 b.
c. Are the services provided consistent with the minimum requirements of the IEP? Are services provided consistent with more than the minimum requirements of the IEP?	c. See 4.1 c.	c. See 4.3	c. See 4.0
d. Is there a review of the IEP at least annually? More often if warranted?	d. See 4.1 d.	d See 4.3	d. See 4.0
e. Does the review of the IEP stipulate at least: attainment of goals, attainment of criteria to enter a less intensive program and whether the student's program needs modification? Do annual reviews go beyond the minimum requirements?	e. See 4.1 e	e. See 4.3	e. See 4.0
f. Is there evidence of treatment plans and/or lesson plans on a daily basis?	f. See 4.1 f.	f. See 4.3	f. See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.3 g. Do personnel meet minimum certification and/or licensure requirements? Do they go beyond?	g. See 4.1 g.	g. See 4.3	g. See 4.0
h. Do case loads meet the minimum standard requirements? Are they less than the maximum class size?	h. See 4.1 h.	h. See 4.3	h. See 4.0
4.4 Do the services provided Level VI nonpublic students meet standards of minimum educational quality? Do they go beyond?	4.4 See 4.0	4.4 Record Reviews IEP Observations Interviews Descriptions	4.4 See 4.0
a. Are the minimum required assessments completed? Are more than the minimum completed?	a. See 4.1 a.	a. See 4.4	a. See 4.0
b. Are the minimum required people developing the IEP? More than the minimum?	b. See 4.1 b.	b. See 4.4	b. See 4.1 b.
c. Are the services provided consistent with the minimum requirements of the IEP? Are services provided consistent with more than the minimum requirements of the IEP?	c. See 4.1 c.	c. See 4.4	c. See 4.0
d. Is there a review of the IEP at least annually? More often if warranted?	d. See 4.1 d.	d. See 4.4	d. See 4.0
e. Does the review of the IEP stipulate at least: attainment of	e. See 4.1 e.	e. See 4.4	e. See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.4 e. Continued criteria to enter a less intensive program and whether the student's program needs modification? Do annual reviews go beyond the minimum requirements?			
f. Is there evidence of treatment plans and/or lesson plans on a daily basis?	f. See 4.1 f.	f. See 4.4	f. See 4.0
g. Do personnel meet minimum certification and/or licensure requirements? Do they go beyond?	g. See 4.1 g.	g. See 4.4	g. See 4.0
h. Do case loads meet the minimum standard requirements? Are they less than the maximum class size?	h. See 4.1 h.	h. See 4.4	h. See 4.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
5.0 Are services provided which go beyond those specified on the IEP? Why are they given? How was the need for them been determined? What are those additional services costing?	5.0 Federal and state laws and MCPS policy stipulate that the content of the IEP must include: a statement of the specific special education and related services to be provided to the child and the extent to which the child will be able to participate in the regular educational programs (45 C.F.R. 121a346; Maryland Amended Annual Program Plans 1981; ACES pp. 18-20).	5.0 Record Reviews MCPS Cost Data Nonpublic Cost Data Observations Interviews Descriptions	5.0 While failure to stipulate specific special and related services and the extent in regular programs for one child in the strictest sence of legal requirements is a problem, if 10% or more of the specified sample are receiving services which go beyond those specified in the IEP, it will be reported. The report will include what the services are, why they were given, how the need was determined, whether MCPS was informed, and the cost (When adequate data is available). Product: Report.
5.1 Are services provided Level V public students which go beyond those specified on the IEP?	5.1 See 5.0	5.1 Record Reviews MCPS Cost Data Observations Interviews	5.1 See 5.0
a. Are students receiving services which are not specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is there cost? . Was MCPS informed of the change?	a. See 5.0	a. See 5.1	a. See 5.0
b. Are students receiving more of a particular service than is specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is the cost? . Was MCPS informed of the change?	b. See 5.0	b. See 5.1	b. See 5.0

Evaluation Question	Standard	Data Source	Decision Factors/Product
5.2 Are services provided Level V nonpublic students which go beyond those specified on the IEP?	5.2 See 5.0	5.2 Record Reviews Nonpublic Cost Data Observations Interviews Descriptions	5.2 While failure to stipulate specific special and related services and the extent in regular programs for one child in the strictest sense of legal requirements is a problem, if 10% or more of the specified sample are receiving services which go beyond those specified in the IEP, it will be reported. The report will include what the services are, why they were given, how the need was determined, whether MCPS was informed, and the cost. (When adequate data are available.)
a. Are students receiving services which are not specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is the cost? . Was MCPS informed of the change?	a. See 5.0	a. See 5.2	a. See 5.2
b. Are students receiving more of a particular service than is specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is the cost? . Was MCPS informed of the change?	b. See 5.0	b. See 5.2	b. See 5.2

Evaluation Question	Standard	Data Source	Decision Factors/Product
5.3 Are services provided Level VI public students which go beyond those specified on the IEP?	5.3 See 5.0	5.3 Record Reviews Cost Data From Other Public Facilities If Available Observations Interviews Descriptions	5.3 While failure to stipulate specific special and related services and the extent in regular programs for one child in the strictest sense of legal requirements is a problem, if 10% or more of the specified sample are receiving services which go beyond those specified in the IEP, it will be reported. The report will include what the services are, why they were given, how the need was determined, whether MCPS was informed, and the cost. (When adequate data are available.)
a. Are students receiving services which are not specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is there cost? . Was MCPS informed of the change?	a. See 5.0	a. See 5.3	a. See 5.3
b. Are students receiving more of a particular service than is specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is the cost? . Was MCPS informed of the change?	b. See 5.0	b. See 5.3	b. See 5.3

Evaluation Question	Standard	Data Source	Decision Factors/Product
5.4 Are services provided Level VI nonpublic students which go beyond those specified on the IEP?	5.4 See 5.0	5.4 Record Reviews Nonpublic Cost Data Observations Interviews Descriptions	5.4 While failure to stipulate specific special and related services and the extent in regular programs for one child in the strictest sense of legal requirements is a problem, if 10% or more of the specified sample are receiving services which go beyond those specified in the IEP, it will be reported. The report will include what the services are, why they were given, how the need was determined, whether MCPS was informed, and the cost. (When adequate data are available.)
a. Are students receiving services which are not specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is the cost? . Was MCPS informed of the change?	a. See 5.0	a. See 5.4	a. See 5.4
b. Are students receiving more of a particular service than is specified on their IEP? . What are they? . Why are they given? . How was the need determined? . What is the cost? . Was MCPS informed of the change?	b. See 5.0	b. See 5.4	b. See 5.4

Evaluation Question	Standard	Data Source	Decision Factors/Product
6.0 For students with similar handicapping conditions* served in public and nonpublic programs, how do services compare?	6.0 There is no legal standard	6.0 Record Reviews Observations Interviews Descriptions	6.0 Comparability will be defined as meeting minimum quality standards. Where any subsample group does not meet the minimum quality standards as defined above (RFP Q3 4.0 and 5.0) a conclusion and recommendations will be made. Note: The subsample will consist of 20 matched pairs (public and nonpublic) for each level. Product: Report.
6.1 For Level V students with similar handicapping conditions served in public and nonpublic programs, how do services compare?	6.1 See 6.0	6.1 See 6.0	6.1 See 6.0
6.2 For Level VI students with similar handicapping conditions served in public and nonpublic programs, how do services compare?	6.2 See 6.0	6.2 See 6.0	6.2 See 6.0

*Similar handicapping conditions refer to children with the same handicapping condition.

RFP Q 4: What is the cost of Levels V and VI public and nonpublic programs? How do they compare?

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.0 For programs serving school-aged students with similar* handicapping conditions in the public and non-public sectors, what are their comparative costs?	1.0 State and federal laws, along with MCPS policy, state that special education and related services must be provided at no cost to the parent(s) ((45 CFR 121a 300)(13.04.01.01 and .04B)(1980 LEA Application for Part B funds under EHA, p.3)). However, there is no mandated per student expenditure for any handicapping condition.	1.0 Data from 1978-82 FYs will be obtained from the following: MCPS budget Central Placement Office; Office of Financial Services; Office of Continuum Education; private school records, when appropriate and available; selected public agencies such as: RICA II, neighboring localities with MCPS students, and out-of-state facilities.	1.0 Decision factor not applicable. Product: series of tables and graphs which display total and per student costs for levels V and VI students by handicapping conditions.
1.1 What are the total costs for Level V students by various handicapping conditions in the public sector for five consecutive fiscal years concluding with FY 1982?	1.1 See 1.0.	1.1 See 1.0, excluding private school records, and selected public agencies.	1.1 Decision factor not applicable. Product: series of tables and graphs which display total costs for Level V students by various handicapping conditions in the public sector for four consecutive fiscal years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will be derived from the use of an inflation figure.

*Similar handicapping conditions refer to children with the same handicapping condition.

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.2 What are the Level V per student costs by various handicapping conditions in the public sector for five consecutive fiscal years concluding with FY 82?	1.2 See 1.0	1.2 See 1.1	1.2 Decision factor not applicable. Product: series of tables and graphs which display Level V per student costs by handicapping conditions in the public sector for four consecutive fiscal years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will be derived from the use of an inflation figure.
1.3 What are the total costs for Level V students by various handicapping conditions in the non-public sector for five consecutive fiscal years concluding with FY 82?	1.3 See 1.0	1.3 Data from 1978-82 FYs will be obtained from the following: Private school records, when appropriate and available.	1.3 Decision factor not applicable. Product: series of tables and graphs which display total costs for Level V students by various handicapping conditions in the non-public sector for four consecutive fiscal years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will be derived from the use of an inflation figure.
1.4 What are Level V per student costs by various handicapping conditions in the non-public sector for five consecutive fiscal years concluding with FY 82?	1.4 See 1.0	1.4 See 1.3	1.4 Decision factor not applicable. Product: series of tables and graphs which display Level V per student costs by handicapping conditions in the non-public sector for four consecutive fiscal years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will

Evaluation Question	Standard	Data Source	Decision Factors/Product
			1.4 Continued. be derived from the use of an inflation figure.
1.5 What are the total costs for Level VI students by various handicapping conditions in the public sector (RICA II neighboring localities with MCPS students, and out-of-state facilities) for five consecutive fiscal years concluding with FY 82?	1.5 See 1.0	1.5 Data from 1978-82 FYs will be obtained from selected public agencies, contingent upon comparability and availability of data.	1.5 Decision factor not applicable. Product: series of tables and graphs which display total costs for Level VI students by various handicapping conditions in the public sector for four consecutive fiscal years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will be derived from the use of an inflation figure.
1.6 What are level VI per student costs by various handicapping conditions in the public sector (RICA II, neighboring localities with MCPS students, and out-of-state facilities) for five consecutive fiscal years concluding with FY 82?	1.6 See 1.0	1.6 See 1.5	1.6 Decision factor not applicable. Product: series of tables and graphs which display Level VI per student costs by various handicapping conditions in the public sector for four consecutive fiscal years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will be derived from the use of an inflation figure.
1.7 What are the total costs for Level VI students by various handicapping conditions in the non-public sector for five consecutive fiscal years concluding with FY 82?	1.7 See 1.0	1.7 Private school records, when appropriate and available.	1.7 Decision factor not applicable. Product: series of tables and graphs which display total costs for Level VI students by various handicapping conditions in the non-public sector for four consecutive fiscal

Evaluation Question	Standard	Data Source	Decision Factors/Product
			1.7 Continued. years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will be derived from the use of an inflation figure.
1.8 What are Level VI per student costs by various handicapping conditions in the non-public sector for five consecutive fiscal years concluding with FY 82?	1.8 See 1.0	1.8 See 1.7	1.8 Decision factor not applicable. Product: series of tables and graphs which display Level VI per student costs by various handicapping conditions in the non-public sector for four consecutive fiscal years concluding with FY 81. FY 82 display will be based upon available data and projections from the previous four FYs. Projected FY 82 data will be derived from the use of an inflation figure.
1.9 What factors contribute to the per Level V and VI student costs differences between the private and public sectors?	1.9 See 1.0	1.9 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP question 4.	1.9 If private per student costs for each handicapping condition, for Level V and VI students, reach or exceed ± 10 percent public per student costs, an analysis will be made to determine contributing factors (e.g., administrative costs, transportation costs, etc.)

Evaluation Question	Standard	Data Source	Decision Factors/Product
2.0 For programs MCPS is using only in the public or private sectors, what are their current costs per student?	2.0 State and federal laws, along with MCPS policy, state that special education and related services must be provided at no costs to the parent(s). However, there is no mandated per student expenditure for any handicapping condition.	2.0 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP Question 4.	2.0 See 1.0-1.8
2.1 What would the costs be of replicating non-public programs in the public sector (for a maximum of five programs) and vice versa?	2.1 See 2.0	2.1 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP Question 4, plus economic data from various federal governmental documents (e.g., Monthly Labor Review, etc	2.1 Decision factors not applicable. Products will be a series of tables and graphs which display projected costs per student by handicapping condition developed from a historical examination of costs per student coupled with latest available economic forecasts of inflation. The five programs will be selected based on availability of data and consultation with MCPS staff.

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.0 For each program studied, how much of a cost increase has there been over the last five years?	3.0 State and federal laws, along with MCPS policy, state that special education and related services must be provided at no cost to the parent(s). However, there is no mandated per student expenditure for any handicapping condition.	3.0 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP Question 4.	3.0 Decision factors not applicable. Products will be a series of tables and graphs which display total and per student costs for Level V and VI students by handicapping condition for FY 78 through FY 82 (projected). Percentage increases for each year, $\overline{X}$ percentage increases for the five-year period and aggregate total and per student costs will be included in the series of tables and graphs.
3.1 For Level V students served by the public sector, what have been the cost increases, total and per student, by handicapping condition for the five year period, FY 78-82 (projected)?	3.1 See 3.0	3.1 Data displays (tables and graphs) developed as products of 1.1 and 1.2, RFP Question 4.	3.1 Decision factor not applicable. Products will be a series of tables and graphs which display total and per student costs for public Level V students by handicapping condition for FY 78 through FY 82 (projected). Percentage increases for the five year period and aggregate total and per student costs will be included in the series of tables and graphs.
3.2 For Level V students served by the non-public sector, what have been the cost increases, total and per student, by handicapping condition for the five year period, FY 78-FY 82 (projected)?	3.2 See 3.0	3.2 Data displays (tables and graphs) developed as products of 1.3 and 1.4, RFP Question 4.	3.2 Decision factor not applicable. Products will be a series of tables and graphs which display total and per student costs for non-public Level V students by handicapping condition for FY 78 through FY 82 (projected). Percentage increases for each year, $\overline{X}$ percentage increases for the five-year period and aggregate total and per student costs will be included in the series of tables and graphs.

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.3 For Level VI students served by the public sector, what have been the cost increases, total and per student, by handicapping condition for the five year period, FY 78-FY 82 (projected)?	3.3 See 3.0	3.3 Data displays (tables and graphs) developed as products of 1.5 and 1.6, RFP Question 4.	3.3 Decision factor not applicable. Products will be a series of tables and graphs which display total and per student costs for public Level VI students by handicapping condition for FY 78 through FY 82 (projected). Percentage increases for each year, $\overline{X}$ percentage increases for the five-year period and aggregate total and per student costs will be included in the series of tables and graphs.
3.4 For Level VI students served by the non-public sector, what have been the cost increases, total and per student, by handicapping condition for the five year period, FY 78-FY 82 (projected)?	3.4 See 3.0	3.4 Data displays (tables and graphs) developed as products of 1.7 and 1.8, RFP Question 4.	3.4 Decision factor not applicable. Products will be a series of tables and graphs which display total and per student costs for non-public Level VI students by handicapping condition for FY 78 through FY 82 (projected). Percentage increases for each year, $\overline{X}$ percentage increases for the five-year period and aggregate total and per student costs will be included in the series of tables and graphs.
3.5 What are the projected increases in total and per student costs by handicapping condition for Level V and VI public and non-public programs for each of the next five years?	3.5 See 3.0	3.5 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP Question 4, plus economic data derived from various federal governmental	3.5 Decision factors will include the selection of three (3) sets of inflation figures to be used in projecting costs increases for each of the next five years (FY 83-FY 88). Based on an historical examination of costs per student coupled with latest available economic forecasts of inflation, a most likely inflation figure will be determined. In

Evaluation Question	Standard	Data Source	Decision Factors/Product
		3.5 Continued. documents (e.g., *Monthly Labor Review*, etc.)	3.5 Continued. addition, ± 2.0 will be applied to the most likely inflation figure in order to develop the pessimistic and optimistic cost increases. A series of tables and graphs will be prepared which display the three series of projected costs increases (pessimistic, most likely, and optimistic) for total and per student costs for each handicapping condition for Levels V and VI public and non-public programs for each of the next five years.
3.5 Continued. a. What are the projected increases in total and per student costs by handicapping condition for Level V public programs for each of the next five years?	3.5 Continued. a. See 3.5	3.5 a. Data displays (tables and graphs) developed as products of 1.1 and 1.2, RFP Question 4, plus economic data derived from various federal governmental documents (e.g., *Monthly Labor Review*, etc.)	3.5 a. Decision factors will include the selection of three sets of inflation figures to be used in projecting cost increases for each of the next five years (FY 83-88) Based on an historical examination of costs per student, coupled with latest available economic forecasts of inflation, a most likely inflation figure will be determined. In addition, ± 2.0 will be applied to the most likely inflation figure in order to develop the pessimistic and optimistic cost increases. A series of tables and graphs will be prepared to display the three series of projected cost increases (pessimistic, most-likely, and optimistic) for total and per student costs for each

Evaluation Question	Standard	Data Source	Decision Factors/ Product
			3.5 a. Continued. handicapping condition for Level V public programs for each of the next five years.
3.5 Continued. b. What are the projected increases in total and per student costs by handicapping condition for Level V non-public programs for each of the next five years?	3.5 Continued. b. See 3.5	3.5 Continued. b. Data displays (tables and graphs) developed as products of 1.3 and 1.4, RFP Question 4, plus economic data derived from various federal governmental documents (e.g., *Monthly Labor Review*, etc.)	b. Decision factors will include the selection of three sets of inflation figures to be used in projecting costs increases for each of the next five years (FY 83-88). Based on an historical examination of costs per student coupled with latest available economic forecasts of inflation, a most-likely inflation figure will be determined. In addition, ± 2.0 will be applied to the most-likely inflation figure in order to develop the pessimistic and optimistic cost increases. A series of tables and graphs will be prepared to display the three series of projected cost increases (pessimistic, most-likely, and optimistic) for total and per student costs for each handicapping condition for Level V non-public programs for each of the next five years.

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.5 Continued. c. What are the projected increases in total and per student costs by handicapping condition for Level VI public programs for each of the next five years?	3.5 Continued. c. See 3.5	3.5 Continued. c. Data displays (tables and graphs) developed as products of 1.5 and 1.6, RFP Question 4. plus economic data derived from various federal governmental documents (e.g., *Monthly Labor Review*, etc.)	3.5 Continued. c. Decision factors will include the selection of three sets of inflation figures to be used in projecting cost increases for each of the next five years (FY 83-88). Based on an historical examination of costs per student, coupled with latest available economic forecasts of inflation, a most-likely inflation figure will be determined. In addition, ± 2.0 will be applied to the most-likely inflation figure in order to develop the pessimistic and optimistic cost increases. A series of tables and graphs will be prepared to display the three series of projected cost increases (pessimistic, most-likely, and optimistic) for total and per student costs for each handicapping condition for Level VI public programs for each of the next five years.
d. What are the projected increases in total and per student costs by handicapping condition for Level VI non-public porgrams for each of the next five years?	d. See 3.5	d. Data displays (tables and graphs) developed as products of 1.7 and 1.8, RFP Question 4, plus economic data derived from various	d. Decision factors will include the selection of three sets of inflation figures to be used in projecting cost increases for each of the next five years (FY 83-88). Based on an historical examination of costs per student, coupled with latest available economic forecasts of inflation, a most-likely inflation figure

Evaluation Question	Standard	Data Source	Decision Factors/Product
		3.5 d. Continued. federal governmental documents (e.g., Monthly Labor Review, etc.)	3.5 d. Continued, will be determined. In addition, ± 2.0 will be applied to the most-likely inflation figure in order to develop the pessimistic and optimistic cost increases. A series of tables and graphs will be prepared to display the three series of projected cost increases (pessimistic, most-likely, and optimistic) for total and per student costs for each handicapping condition for Level VI non-public programs for each of the next five years.

Evaluation Question	Standard	Data Source	Decision Factors/Product
4.0 Is MCPS being charged the best and lowest prices* for non-public services relative to those paid by other LEAs?	4.0 State and federal laws, along with MCPS policy, state that special education and related services must be provided at no cost to the parent(s). However, there is no mandated per student expenditure for any handicapping condition.	4.0 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP Question 4, plus financial information obtained from a selected sample of LEAs in the geographical proximity of MCPS, (150 miles diameter of Rockville, MD). Also, cross checked with Virginia approved costs.	4.0 If MCPS per student costs by handicapping condition for Levels V and VI students exceed ten percent of total per student costs, it will be assumed that MCPS charges are not lowest or best. A series of tables which contrast $\overline{X}$ costs per student by handicapping condition for selected LEAs will be contrasted with MCPS costs.
4.1 If MCPS costs for non-public services of Level V and VI students are not the best and lowest prices, why not?	4.1 See 4.0	4.1 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP Question 4, plus financial information obtained from a selected sample of LEAs in the geographical proximity of MCPS (150 miles diameter of Rockville Maryland).	4.1 Discussions of why MCPS is charged more for comparable services (if that is the case) will by necessity be based on the experience and insight of the researcher and not on any quantifiable measure.

*Assumption: best and lowest prices are identical in meaning.

RFP Q 5: Is the current distribution of school-aged Levels V and VI public and non-public programs cost effective? If the distribution is not cost-effective (a) should existing Levels V and VI public and non-public programs be expanded? (b) should new Levels V and VI public and non-public programs be developed? (c) should services now being provided by the non-public sector be provided by the public sector? (d) should services now being provided by the public sector be provided by the non-public sector?

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.0 Is the current distribution of school-aged levels V and VI public and non-public programs cost effective?	1.0 State and federal laws, along with MCPS policy, state that special education and related services must be provided at no cost to the parent(s). However, there is no mandated per student expenditure for any handicapping condition. ((45 CFR 121a300) (13.04.01.01 and .04B)(1980 LEA Application for Part B funds under EHA, p. 3))	1.0 Data displays (tables and graphs) developed as products of 1.0-1.8, RFP Question 4.	1.0 Cost effectiveness will be achieved when: (a) program quality is judged to meet or exceed minimum standards (specified in RFP Q 3) for comparable programs, (b) either the public or non-public program is less than 10% of the cost per student of its comparable programs. A series of tables and graphs will be developed which display the public and non-public Levels V and VI programs that have met the criteria of cost-effectiveness. Accompanying narrative will include a discussion of the implications and consequences of decisions which expand or shift programs from the public to the non-public sector or vice versa.
1.1 Is the current distribution of school-aged Level V public programs cost effective?	1.1 See 1.0	1.1 Data displays (tables and graphs) developed as products of 1.1 and 1.2, RFP Question 4.	1.1 Whenever a Level V public program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 1.0, RFP Question 5), such programs will be identified in a series of tables and an accompanying written narrative.
a. If the current distribution of school-aged Level V public programs is not cost effective, should existing Level V non-public programs be expanded?	a. See 1.0	a. See 1.1	a. If the public Level V program is judged not to be cost effective, the implications and consequences of expanding the Level V non-public program will be discussed in a written narrative.

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.1 Continued. b. If the current distribution of school-aged Level V public programs is not cost effective, should new Level V non-public programs be developed?	1.1 Continued. b. See 1.0	1.1 Continued. b. See 1.1	1.1 Continued. b. If the public Level V program is judged not to be cost effective, the implications of developing new Level V non-public programs will be discussed in a written narrative.
c. If the current distribution of school-aged Level V public programs is not cost effective, should services now being provided by the public sector be provided by the non-public sector?	c. See 1.0	c. See 1.1	c. If the public Level V program is judged not to be cost effective, the provision of services by the non-public sector will be discussed in a written narrative.
1.2 Is the current distribution of school-aged Level V non-public programs cost effective?	1.2 See 1.0	1.2 Data displays (tables and graphs) developed as products of 1.3 and 1.4, RFP Question 4.	1.2 Whenever a Level V non-public program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 1.0, RFP Question 5), such programs will be identified in a series of tables and accompanying written narrative.
a. If the current distribution of school-aged Level V non-public programs is not cost effective, should existing Level V public programs be expanded?	a. See 1.0	a. See 1.2	a. If the non-public Level V program is judged not to be cost effective, the implications and consequences of expanding the Level V public program will be discussed in a written narrative.

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.2 Continued b. If the current distribution of school-aged Level V non-public programs is not cost effective, should new Level V public programs be developed?	1.2 Continued b. See 1.0	1.2 Continued b. See 1.2	1.2 Continued. b. If the non-public Level V program is judged not to be cost effective, the implications of developing new Level V public programs will be discussed in a written narrative.
c. If the current distribution of school-aged Level V non-public programs is not cost effective, should services now being provided by the non-public sector be provided by the public sector?	c. See 1.0	c. See 1.2	c. If the non-public Level V program is judged not to be cost effective, the provision of services by the public sector will be discussed in a written narrative.
1.3 Is the current distribution of school aged Level VI public programs cost effective?*	1.3 See 1.0	1.3 Data displays (tables and graphs) developed as products of 1.5 and 1.6, RFP Question 4)	1.3 Whenever a Level VI public program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 1.0, RFP Question 5), such program will be identified in a series of tables and an accompanying written narrative.
a. If the current distribution of school-aged Level VI public programs is not cost effective, should existing level VI non-public programs be expanded?	a. See 1.0	a. See 1.3	a. If the public Level VI program is judged not to be cost effective, the implications and consequences of expanding the Level VI non-public program will be discussed in a written narrative.

*Due to the fact that MCPS does not provide public services for Level VI students (excluding RICA II), other public agencies' costs per student by handicapping condition will be used as a proxy.

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.3 Continued. b. If the current distribution of school-aged Level VI public programs is not cost effective, should new Level VI non-public programs be developed?	1.3 Continued. b. See 1.0	1.3 Continued. b. See 1.3	1.3 Continued. b. Moot question, MCPS uses the non-public sector to provide services for all Level VI students.
c. If the current distribution of school-aged Level VI public programs is not cost effective, should services now being provided by the public sector be provided by the non-public sector?	c. See 1.0	c. See 1.3	c. If the public Level VI program is judged not to be cost-effective, the provision of services by the non-public sector will be discussed in a written narrative
1.4 Is the current distribution of school-aged Level VI non-public programs cost effective?	1.4 See 1.0	1.4 Data displays (tables and graphs) developed as products of 1.7 and 1.8, RFP Question 4.	1.4 Whenever a Level VI non-public program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 1.0, RFP Question 5), such program will be identified in a series of tables and an accompanying written narrative.
a. If the current distribution of school-aged Level VI non-public programs is not cost effective, should existing Level VI public programs be expanded?	a. See 1.0	a. See 1.4	a. If the non-public Level VI program is judged not to be cost effective, the implications and consequences of expanding the Level VI public program will be discussed in a written narrative

Evaluation Question	Standard	Data Source	Decision Factors/Product
1.4 Continued.	1.4 Continued.	1.4 Continued.	1.4 Continued.
b. If the current distribution of school-aged Level VI non-public programs is not cost effective, should new Level VI public programs be developed?	b. See 1.0	b. See 1.4	b. If the non-public Level VI program is judged not cost effective, the implications of developing new Level VI public programs will be discussed in a written narrative.
c. If the current distribution of school-aged Level VI non-public programs is not cost effective, should services now being provided by the non-public sector be provided by the public sector?	c. See 1.0	c. See 1.4	c. If the non-public Level VI program is judged not to be cost effective, the provision of services by the public sector will be discussed in a written narrative.

Evaluation Question	Standard	Data Source	Decision Factors/Product
2.0 Are the simulations (performed in RFP Q4) of school-aged Levels V and VI public and nonpublic programs cost effective?	2.0 State and federal laws, along with MCPS policy, state that special education and related services must be provided at no cost to the parent(s). However, there is no mandated per student expenditure for any handicapping condition ((45 C.F.R. 121a300) (13.04.01.01 and .04B) (1980 LEA Application for Part B funds under EHA, p. 3)).	2.0 Data displays (tables and graphs) developed as products of 2.1 RFP Question 4.	2.0 Cost effectiveness will be achieved when: (a) program quality is judged to meet or exceed minimum standards (specified in RFP Q3) for comparable programs, (b) either the public or nonpublic simulated program is less than 10% of the cost per student of its comparable programs. A series of tables and graphs will be developed which display the public and nonpublic Levels V and VI simulated programs that have met the criteria of cost-effectiveness. Accompanying narrative will include a discussion of the implications and consequences of decisions which expand or shift programs from the public to the nonpublic sector or vice versa.
2.1 Are the simulations of school-aged Level V public programs cost effective?	2.1 See 2.0	2.1 See 2.0	2.1 Whenever a Level V public simulated program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 2.0, RFP Question 5), such simulated programs will be identified in a series of tables and an accompanying written narrative.
a. Based on a cost analysis of sample (five) simulated Level V public programs, what are the implications of a shift of services to the private sector?	a. See 2.0	a. See 2.0	a. If the public Level V simulated program is judged not to be cost effective, the implications and consequences of shifting the Level V services to the private sector will be discussed in a written narrative.

Evaluation Question	Standard	Data Source	Decision Factors/Product
2.2 Are the simulations of school-aged Level V nonpublic programs cost effective?	2.2 See 2.0	2.2 See 2.0	2.2 Whenever a Level A nonpublic simulated program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 2.0, RFP Question 5), such programs will be identified in a series of tables and accompanying written narrative.
a. Based on a cost analysis of sample (five) simulated Level V nonpublic programs, what are the implications of a shift of services to the public sector?	a. See 2.0	a. See 2.0	a. If the nonpublic Level V simulated program is judged not to be cost effective, the implications and consequences of shifting the Level V services to the public sector will be discussed in a written narrative.
2.3 Are the simulations of school-aged Level VI public programs cost effective?	2.3 See 2.0	2.3 See 2.0	2.3 Whenever a Level VI public simulated program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 2.0, RFP Question 5), such program will be identified in a series of tables and an accompanying written narrative.
a. Based on a cost analysis of sample (five) simulated Level VI public programs, what are the implications of a shift of services to the nonpublic sector?	a. See 2.0	a. See 2.0	a. If the public Level VI simulated program is judged not to be cost effective, the implications and consequences of shifting the Level VI services to the nonpublic sector will be discussed in a written narrative.

Evaluation Question	Standard	Data Source	Decision Factors/Product
2.4 Are the simulations of school-aged Level VI nonpublic programs cost effective?	2.4 See 2.0	2.4 See 2.0	2.4 Whenever a Level VI nonpublic simulated program meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 2.0, RFP Question 5), such program will be identified in a series of tables and an accompanying written narrative.
a. Based on a cost analysis of sample (five) simulated Level VI nonpublic programs, what are the implications of a shift of services to the public sector?	a. See 2.0	a. See 2.0	a. If the nonpublic Level VI program is judged not to be cost effective, the implications and consequences of shifting the Level VI services to the public sector will be discussed in a written narrative.

Evaluation Question	Standard	Data Source	Decision Factors/Product
3.0 Based upon current and projected cost analyses, are the levels V and/or VI programs, on the aggregate, cost effective?	3.0 State and federal laws, along with MCPS policy, state that special education and related services must be provided at no cost to the parent(s). However, there is no mandated per student expenditure for any handicapping condition (45 C.F.R. 121a300) (13.04.01.01 and .04B) (1980 LEA Application for Part B funds under EHA, p. 3)).	3.0 Data displays (tables and graphs) developed as products of 2.1 RFP Question 4.	3.0 Whenever a Level V or Level VI public or nonpublic current or projected aggregate cost analysis meets the criteria specified by the operational definition of cost effectiveness (see decision factor/product in 2.0, RFP Question 5), such cost analysis will be identified in a series of tables and an accompanying written narrative

Appendix B

APPENDIX B

Public (Internal) Schools Which Received Onsite Visitation

Carl Sandburg Learning Center (Alternative Center)

Colonel E. Brooke Lee Junior High

Concord School (Alternative Center)

Longview (Alternative Center)

Regional Institute for Children and Adolescents[1]

Stephen Knolls (Alternative Center)

Edward U. Taylor (Alternative Center)

Mark Twain (Alternative Center)

Walter Johnson High

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[1] State operated corporation facility. MCPS is responsible for the educational component.

APPENDIX B

Nonpublic (External) Schools Which Received Onsite Visitation (within 300-mile radius)

	Name of School	Location
1.	Kingsbury	Washington, DC
2.	Woods School	Langhorne, PA
3.	St. Gertrudes's	Washington, DC
4.	Benedictine School for Exceptional Children & Habilitation Center	Ridgely, MD
5.	Au Clair School	Bear, DE
6.	Bethany Children's Home	Womelsdorff, PA
7.	Children's Achievement Center	McLean, VA
8.	Hoffman Home for Children	Littletown, PA
9.	Christ Church Child Center	Bethesda, MD
10.	Chelsea	Silver Spring, MD
11.	Devereux	Devon, PA
12.	Chestnut Lodge School	Rockville, MD
13.	Frost School	Rockville, MD
14.	Grafton School	Berryville, VA
15.	Kennedy Institute	Washington, DC
16.	National Children's Center	Washington, DC
17.	Episcopal Center for Children	Washington, DC

18. Bancroft Community School	Mullica Hill, NJ
19. Martha Lloyd	Troy, PA
20. Elwyn Institute	Media, PA
21. Melmark Home, Inc.	Berwyn, PA
22. Glaydin School	Leesburg, VA
23. Avalon School	Monterey, MA
24. Devereux Foundation	Kennesaw, GA
25. Pine Grove School	Elgin, SC

Appendix C

Program Descriptors - Public Schools

								Exclusion Factors											
Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
1. Bridge School	D		** ED	Severe	12-21	1:8 w/aide							X						
2. Carl Sandburg Learning Center †	D	Rockville, MD	** LD SP MH	Moderate to Severe	4.5-12	1:11 w/aide													
3. Concord School †	D	Potomic, MD	** MR Primary MH	Moderate	5-21	1:6 1:8 1:9													
4. Lee Jr. School †	D	Silver Spring, MD	** LD Primary	Mild to Moderate	12-14	1:9 w/aide													
5. Longview School †	D	Gaithersburg, MD	** MR MH	Moderate to Severe, Profound	5-21	1:18 w/aide													
[illegible] Mark Twain †	D	Rockville, MD	** ED LD	Moderate to Severe	11-21	1:11											X	X	X	

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

†On-site visit performed

	Related Services															Unique Options								
Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
1. Bridge School	I	X		X			X							X	Adaptive P.E., Vocational Specialist, Psychiatrist			X					Standard Jr. - Sr. High Curriculum	
2. Carl Sandburg Learning Center	I	X	X	X	X	X	X		X			X	X		Diagnostic/Prescriptive Liaison Teacher									
3. Concord School	I	X	X	X	X		X		X		X	X	X	X	Physical Therapy, Motor Specialist, Art, Music, Reading Teachers		X	X			X		Community Programs, Special Recreation Programs	
4. Lee Jr. School	I	X	X	X			X		X				X		Vision and Hearing Services			X						
5. Longview School	I	X	X	X	X	X	X		X					X	Physical Therapy, Aqua Therapy, Motor Development								Emphasis on Independent Living	
6. Mark Twain School	I	X		X	X	X	X	X	X			X	X	X		X		X			X		Career Awareness, Community Board Career Ed., Big Brothers & Sisters Program	Standard MCPS Curriculum

*O = Outside 300 Mile Radius
*I = Inside 300 Mile Radius

Program Descriptors - Public Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors: Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
7. McKenney Hills Learning Center	D	Silver Spring, MD	**	Mild	4.5-12	1:9 w/aide													Severe ED
8. RICA †	D & R	Gaithersburg, MD	** ED	Severe	Day 6-11 Res 12-21	1:12 w/aide						X				X			
9. Rock Terrace High School †	D	Rockville, MD	** MR	Mild to Moderate	12-21	1:17 w/aide													Autism
10. Stephen Knolls School †	D	Silver Spring, MD	** MR	Moderate to Severe - Profound	5-21	Moderate 1:9 w/aide Severe 1:7 w/2 aides													
11. Taylor Learning Center †	D	Boyds, MD	** MR	Mild to Moderate	Birth to 12	1:10													

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visit [illegible]ormed

Agency	Related Services Mile Radius	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Unique Options Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
7. McKenney Hills Learning Center	I	X		X	X				X						Physical Therapy, Motor Development									
8. RICA	I		X	X	X	X	X	X	X	X	X	X			Movement Therapy, Psychodrama, Music Therapy, Art Therapy		X	X			X		Located in Community--Children expected to go home weekends	
9. Rock Terrace High School	I	X	X	X	X	X	X	X	X		X	X	X	X	Transportation, Work Coordination, Physical Therapy, Industrial & Home Arts		X	X					No differentiation by handicapping condition, Supervised work, Mobility training	
10. Stephen Knolls School	I	X	X	X	X	X	X	X	X		X	X	X	X	Physical Therapy, Work Coordinator, P.E., Art, Music, Aqua Therapy								Sheltered Workshop	
11. Taylor Learning Center	I	X	X	X	X		X		X			X	X		Motor Specialist, DPT Services, Physical Therapy						X			

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Program Descriptors - Public Schools

								Exclusion Factors											
Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
12. Walter Johnson High School †	D	Bethesda, MD	** LD ED	Severe	14-19	1:12 w/aide							X			X	X	X	

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

	Related Services															Unique Options								
Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Da	Group Therap	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
12. Walter Johnson High School	I	X	X	X				X	X					X	Physical Therapy, Occupational Counseling			X			X			

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*I = Inside 300 Mile Radius

Appendix D

Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors: Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
1. Au Clair School †	R	Bear, DE	** Autism Primary	Severe	8-27	1:4	$28,310.27 to $41,892.90 per year								x	x			Guardianship in question, unable to visit homes 2 times per year
2. Avalon School †	R	Lenox, MA	** Autism LD, ED, MR, MH	Moderate to Severe	8-22	1:6 + aide	$23,000.00 to $55,000.00 per year			x									Active arson
3. Bancroft Community School†	R	Mullica Hill, NJ	MR, ED, MH	Mild to Severe	6-30	1:5	$26,872.00 per year			x			x			x			
4. Benedictine School & Habilitation Center †	R	Ridgely, MD	** MH	Mild to Severe	5-adult	1:5	$30.00 per day												
5. Bethany Children's Home †	R	Womelsdorf, PA	LD, ED, MR, HI, VI, MH	Mild to Moderate	5-21		$27.00 per day			x		x	x			x	x		

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
		Related Services														Unique Options								
1. Au Clair School	I	x		x		x		x	x	x	x	x	x	x		x	x			x			Reinforcement Training	
2. Avalon School	0	x		x	x	x	x	x	x	x	x			x	Music therapy, art therapy, dance therapy, aqua therapy	x	x	x	x			x		
3. Bancroft Community School	I	x	x	x	x	x	x	x	x	x	x	x	x	x	Music therapy, art and P.E.	x	x	x	x		x	x		
4. Benedictine School & Habilitation Center	I	x		x		x	x		x	x	x	x			Vocational Series Vocational Evaluation	x	x		x	x	x		Training center for nurses, participates in local community activities (4-H, sports)	
5. Bethany Children's Home	I	x	x	x	x	x	x	x	x	x	x	x	x	x	Physical therapy		x	x			x	x	Summer program: basic skills arts & crafts	Children attend local public school during school year

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Program Descriptors - Nonpublic Schools

								Exclusion Factors											
Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
6. Camphill School	R	Glenmore, PA	MH **	Mild to Severe	7-18		$26.00 per day									X			
7. Cedar Ridge School	R *	Williamsport, MD	LD, ED	Mild to Severe	6-12				X									X	
8. Centers for the Handicapped	D	Silver Spring, MD	**	Moderate to Severe	Infant - 13 yrs.		$25.00 per day												
9. Chelsea School †	D	Silver Spring, MD	LD, Primary, MH **	Moderate to Severe	14-19	1:5	$6,240 per school yr. $600 per summer sch.			X	X	X	X	X	X	X	X	X	
10. Children's Achievement Center †	D	Annandale, VA	LD, ED, MH **	Severe	5-15	1:8	$6,970 per yr.			X	X	X	X		X	X		X	
11. Christ Child Institute	R *	Rockville, MD	ED	Moderate to Severe	3-10.5	1:4-9	$78.00 per day sliding scale												Children needing closed program

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

		Related Services														Unique Options								
Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
6. Camphill School	I								x						Music therapy								Members share work in garden and maintenance	Grades 1-8; senior program emphasize practical skills
7. Cedar Ridge School	I					x	x		x	x	x		x		Family therapy			x					Individual & group teaching	
8. Center for the Handicapped	I	x			x								x		Physical therapy, aqua therapy								Summer program: emphasis on parent training	"Transdisciplinary teaching"
9. Chelsea School	I			x									x		Career counseling, arts & crafts					x			Opportunity to obtain high school diploma	Student usually "dyslexic"
10. Children's Achievement Center	I	x	x	x	x	x	x	x		x	x	x	x		Adaptive P.E., physical therapy		x	x	x		x		Serve non-categorical child	
11. Christ Child Institute	I			x			x		x	x	x				Supervision by psychiatrist & crisis teacher	x		x	x	x	x	x	5 & 7 day group time, group sessions PM	Serves neurosis, psychosis, character disorder served

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Program Descriptors - Nonpublic Schools

								Exclusion Factors											
Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
12. Christ Church Child Center †	D	Bethesda, MD	** LD, ED, Autism, MH	Moderate to Severe	Infant - 12 yrs.	1:2 to 1:4	$6,800 to $7,400 per yr.									x		x	
13. Clarke School for the Deaf	R	Northampton, MA	HI	Moderate to Severe	4.5-17	1:8	$9,800 per yr.												
14. Concord School	R	Yellow Spring, WV					$1,550 per mo.												Nursing Care Required
15. Devereux School	R	Scottsdale, AZ	** MR, ED, LD	Moderate to Severe	4-13	1:10				x		x			x				Uncontrolled seizures, Diabetes, Sensory defects, Physically assaultion, Severe medical or Physical disorders delinquency
16. Devereux School	R	Santa Barbara, CA	** LD, ED, MH	Mild to Severe	6-21	1:10				x		x				x			

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

	Related Services															Unique Options								
Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
12. Christ Church Child Center	I	x		x	x	x	x	x	x	x		x	x		Music therapy, reading & behavior specialists		x				x		After school physical therapy, music therapy, Cub Scouts	
13. Clarke School for the Deaf	0	x		x				x							Library & media services			x					Driver's education	Exclusively oral method instruction
14. Concord School	I	x				x																x	Sheltered workshop or local employment available	
15. Devereux School	0	x			x										Reading therapy, self contained classes, career education, chemotherapy, adaptive P.E., coordination training, day & summer program									
16. Devereux School	0	x		x		x	x	x	x	x	x			x	Psychiatry	x	x		x		x			

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Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors											Other
								Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	
17. Devereux School	R	Washington, CT	ED, LD, MH **	Mild to Severe	6-15	1:10				x		x		x	x	x			Children of below average intellectual abilities
18. Devereux Foundation †	R *	Kennesaw, GA	ED, LD, MH	Mild to Severe	12-18	1:9	$26,595 to $51,100 per yr.			x		x				x		x	Homocidal, Homosexual, Deaf-Blind
19. Devereux School	R	Rutland, MA	LD, ED, MH **	Mild to Severe	6-16	1:10				x		x			x	x			
20. Devereux School †	R *	Devon, PA	MR, LD, ED, MH **	Mild to Severe	6-Adult	1:8	Variable $1,200 to $2,400 per mo.			x			x						

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
	Related Services															**Unique Options**								
17. Devereux School	I	x		x		x	x	x	x					x	Environmental therapy music, drama, dance, art	x	x		x		x			
18. Devereux Foundation	0	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x			x		Utilization of community services for driver's education & colleges	
19. Devereux School	I	x		x		x	x	x	x					x	Psychiatry	x	x		x		x			
20. Devereux School	I	x		x		x	x	x	x	x	x	x		x	Psychiatric services	x	x	x	x		x	x	College level independent study on campus, supervised work study	Many campuses in Devon area for various populations

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Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors: Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
21. Devereux School	R	Victoria, TX	ED	Mild to Severe	5-21	1:10				x		x				x			
22. Easter Seal Treatment Center	D*	Rockville, MD	Pre-school	Moderate to Severe	2-6														
23. Elwyn Institute †	R*	Media, PA	All**	Mild to Severe	Infant - Adult	1:10	$25,200 per yr.			x		x							
24. Episcopal Center †	D & R	Washington, DC	ED, LD, MH	Moderate to Severe	5-10	1:8	$15,788 to $21,671 per yr.		x							x		x	Mild MR not excluded

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
		Related Services														Unique Options								
21. Devereux School	0	x		x		x	x	x	x					x	Psychiatry	x	x		x		x			
22. Easter Seal Treatment Center	I	x			x								x		Physical therapy								Summer program	Regular pre-school & kindergarten activities provided
23. Elwyn Institute	I	x	x	x	x		x		x				x		Early identification, physical therapy, rehabilitation center, vocational counseling									'Delso' developmental center, infant stimulation program, career education, sensory impaired program, MH program
24. Episcopal Center	I	x	x	x		x	x	x	x	x	x	x			Music therapy, reading specialist	x	x	x	x	x	x			4 day residential

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Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors: Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation*	Other
25. Frost School †	D	Rockville, MD	ED, LD, MH **	Moderate to Severe	13-18	1:6	$11,555 to $12,900 per yr.								x			x	
26. Claydin School †	R	Leesburg, VA	ED, LD **	Moderate to Severe	13-18	1:8	$60 per day									x	x	x	No parent or agency support
27. Grafton School †	R *	Berryville, VA	MH, Autism, MR, ED, LD **	Mild to Severe	Autism 3-15 5-14 upon adm.	1:4	Autism $19,516 per yr. ED/LD/MR $27,121.50 per yr.			x						x			Psychotic behaviors, Primary physical handicaps, Severe asthmatic, Profound MR, Self mutilating
28. Hannah Moore Center	R	Reisterstown, MD	ED	Moderate to Severe	12-18		$84 per day		x			x		x		x		x	Ambulatory psychotic disorders

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors											Other
								Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	
29. Hoffman Home †	R *	Littlestown, PA	ED, LD, MR	Severe	9-18	1:10	$3,548 per yr.									x			Physically handicapped
30. Institute of Logopedics	R *	Wichita, KS		Mild to Severe	3-18		$624 to $1,248 per mo.												
31. Kennedy Institute †	D	Washington, DC	MR, MH **	Moderate	5-21	1:8	$7,000 per yr						x			x			
32. Kingsburg Lab School †	D	Washington, DC	LD, Speech & Lang.	Severe	6-16	1:7	$6,700 to $6,900 per yr.												No physical handicaps
33. Linwood Childrens Center	R *	Elliot City, MD		Severe	3-12		$66 per day										x		

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

Agency	Related Services															Unique Options								
	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
25. Frost School	I	x	x	x		x	x	x	x	x	x	x	x	x	Outdoor programs	x	x	x	x	x			Emphasis on student & family	
26. Glaydin School	I			x		x	x	x	x	x	x	x				x	x		x	x			Full high school programs	Staff is residential
27. Grafton School	I	x		x		x	x	x		x	x	x	x	x	Transportation, adaptive P.E., career education, short-term family living, foster care		x	x	x	x	x	x	3 curriculums: vocational training, social development, academic development	Group & individual teaching practical life skills
28. Hannah Moore Center	I			x		x	x		x	x	x	x			Psychiatric services, family therapy, crisis intervention, dietetic services, physical therapy				x		x		Workshop communication & survival academics	Emphasis on community living skills

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Agency	Related Services															Unique Options								
	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
29. Hoffman Home	I	x	x	x		x	x	x	x	x	x	x		x	Pre-vocational education			x		x		x		B Modification cognitive behavior program, reality therapy, mainstreaming local public school
30. Institute of Logopedics	0	x	x		x				x						Art, music, physical therapy; P.E.									
31. Kennedy Institute	I	x		x	x	x	x	x	x	x	x	x	x	x	Rehabilitation coordinator	x	x	x		x	x			
32. Kingsbury Lab School	I	x			x			x		x	x	x	x											Arts (music, dance, drama) woodworking
33. Linwood Children's Center	I	x		x		x	x	x			x		x		Psychiatric services, music & movement therapy	x							Parent involvement	Individual & group education

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Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors: Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
34. Marshall Street Education Center	D	Hagerstown, MD	** MR, MH	Moderate to Profound															
35. Martha Lloyd School †	R	Troy, PA	** MR, Primary	Mild to Severe	12-Adult	1:11	$750 per mo.	x		x			x		x	x			
36. Maryland School for the Blind	D & R	Baltimore, MD	**	Moderate to Severe	3-18														
37. Melmark Home †	R	Berwyn, PA	** MR, Primary MH	Moderate to Severe	Infant - Adult	1:11	$19,141 per yr.			x	x	x	x	x	x		x		

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

†On-site visits performed

		Related Services														Unique Options								
Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
34. Marshall Street Education Center	I	x		x	x										Adaptive P.E., Physical therapy									
35. Martha Lloyd School	I	x			x	x	x	x	x			x		x	Physical therapy, musical therapy, art therapy, swimming	x		x	x		x		Sheltered workshop available; residents may have lifetime support	Developmental residential community
36. Maryland School for the Blind	I	x	x	x	x	x	x	x	x						Physical therapy, vocational services, psychiatric services									Curriculum parallels public school, unique equipment
37. Melmark Home	I	x	x	x		x	x	x	x	x	x	x			Aquatic, Adaptive P.E., Art Therapy, Horticulture, Therapeutic Horsemanship Physical Therapy			x	x		x	x	Survival, Work-study skills	

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*I = Inside 300 Mile Radius

Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
								Exclusion Factors											
38. Montanari School	R*	Hialeah, FL	ED, LD, MH**	Mild to Severe	6-25	1:8	$50 per day												
39. Montgomery County Developmental Center	D	Silver Spring, MD		Mild to Profound	2-Adult		no tuition charge for Mont. Co. residents												
40. MPAC	R*	Silver Spring, MD	Pre-school**	Mild to Severe	2-5	1:7-9													
41. National Children's Center	D & R	Washington, DC	MR, Primary, MH	Mild to Severe	6-21	1:8	$8,694 to $32,144 per yr.									x			Bedfast, blind, over age 16 at admission
42. Chestnut Lodge School[1]	D	Rockville, MD	ED	Moderate to Severe	10-21	1:6	$13,374.00 per year									x		x	
43. New Dominion School	R	Dillwyn, VA	ED	Moderate to Severe	13-17	1:5			x				x					x	

*School Serves Day and Residential Students

**School Serves Multihandicapping Conditions

†On-site visits performed

	Related Services															Unique Options								
Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
38. Montanari School	0																							
39. Montgomery Co. Developmental Center	I	x																						
40. MPAC	I	x			x										Physical Therapy								Emphasis on lang. development individual & group	
41. National Children's Center	I	x	x	x	x	x	x	x	x	x	x	x	x	x	Dietetic Services, Physical Therapy				x		x		Workshop communications & survival academics	Emphasis on community living skills
42. Chestnut Lodge School	I			x	x	x	x	x	x	x	x				Dance & Music Therapy		x	x		x				
43. New Dominion School	I					x	x	x		x	x											x	Wilderness Experience Program	

*0 = Outside 300 Mile Radius
*I = Inside 300 Mile Radius

Program Descriptors - Nonpublic Schools

								Exclusion Factors											
Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
44. Pathway School	R*	Audubon, PA	**	Mild to Severe	5-16	"small"	$19,500 per yr.											x	Overt Psychosis Anti-social Behavior Patterns
45. Pine Grove School†	R	Elgin, SC	** ED, MR, Autism, MH	Moderate to Severe	6-12 at adm. -21	1:6	$21,600 - $30,000 per yr.			x						x			Blind, uncontrolled epilepsy, need chemotherapy
46. Rhinebech County School	R*	Rhinebech, NY		Moderate to Severe	9-21	1:10													
47. School for Contemporary Education	D	Springfield, VA	**	Moderate to Severe	2-21	1:4	$35 per day												Severe physical or sensory handicaps
48. Sonia Shankman Orthogenic School	R	Chicago, IL	LD, ED, MH	Moderate to Severe	6-15	1:10	$69 per day										x	x	

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

Agency	Related Services															Unique Options								
	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
44. Pathway School	0	x		x				x			x	x	x		Career Ed, Psychiatric Services, Reading, Spec. Pediatric Neurology, Vision Specialist					x			Parent Counseling, Psycho-educational Program	
45. Pine Grove School	0	x	x	x		x	x		x			x	x	x	Pre-vocational Programs, Adaptive P.E., Art & Music Therapy, Sign Language	x			x	x	x		Strong Behavioral Program	
46. Rhinebech County School	I			x										x									Focus on Affective Domain	
47. School for Contemporary Education	I			x										x									Focus on Affective Domain	
48. Sonia Shankman Orthogenic School	0			x		x	x	x	x	x	x												Individual & Group Teaching	Therapeutic Milieu

*0 = Outside 300 Mile Radius
*I = Inside 300 Mile Radius

Program Descriptors - Nonpublic Schools

Agency	MCPS Students Day and/or Residential	Location	Handicapping Condition	Disability Range	Age Range	Class Size	Tuition Range (FY82)	Exclusion Factors: Males	Females	Fire Setters	Character Disorders	Suicidal	Chronic Assault/ Aggressive Behavior	Runaway	Drugs/Alcohol	Non-Ambulatory Psychotic Disorders	Severely Neurologically Impaired	Mental Retardation	Other
49. St. Gerirude's School †	* R	Washington, DC	** MR, ED	Mild to Moderate	6-19	1:6	$19,900 per year	x		x		x	x		x	x	x		
50. St. Johns Child Development Center	D	Washington, DC		Mild to Severe	5-21	1:5	$31 per day												
51. Taylor Manor Hospital	R	Elliot City, MD		Moderate to Severe	13-18		$168 per day											x	
52. Vanguard School	* R	Lake Wales, FL	** MR, ED, LD, MH	Mild to Severe	6-16		$10,000												
53. Woods School †	* R	Langhorne, PA	** MH	Mild to Serve	3-Adult	1:3	$26,379 per yr.								x				LD Students Day Program Only

*School Serves Day and Residential Students
**School Serves Multihandicapping Conditions

† On-site visits performed

Agency	Mile Radius*	Speech Pathology	Audiology	Psychological Services	Occupational Therapy	Recreation	Social Work	Counseling Services	Medical Services	Individual Therapy	Group Therapy	Parent Counseling	Parent Training	Vocational Education	Other	Extended Day	Group Therapy	Mainstream	Weekend Program	Parent/s Required in Treatment	Training Center for Colleges	Group Home	Other	Comments
	Related Services															Unique Options								
49. St. Gertrude's School	I	x		x				x		x	x	x	x	x	Creative Arts Therapy, P.E.	x	x	x					Individualized Institution, Scouting Program	
50. St. Johns Child Development Center	I	x		x	x	x			x	x	x	x	x		Physical Therapy, Music Therapy, Pre-Voc Services								Summer Program	
51. Taylor Manor Hospital	I			x	x	x	x	x	x	x	x				Music Therapy, Family Therapy								Accredited H.S. in Hospital, Tuition for G.E.D.	School Attendance Manditory
52. Vanguard School	0	x	x			x								x	Career & Vocational Training								Highly Individualized	
53. Woods School	I	x	x	x	x	x	x		x	x				x	Physical Therapy, Music Therapy, Adaptive P.E.	x	x	x	x		x	x	Head Trauma Unit, Summer Camp	

*0 = Outside 300 Mile Radius
*I = Inside 300 Mile Radius

APPENDIX E

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

July 30, 1982

Dr. Joy A. Frechtling
Dept. of Educational
Accountability
Montgomery County Schools
850 Hungerford Dr.
Rockville, MD 20850

Dear Dr. Frechtling:

During the onsite visitation phase of private schools educating level V and level VI Montgomery County handicapped students, the project staff encountered three potentially dangerous physical facilities. While the formal study does not include facility evaluation in terms of physical condition, we feel compelled to inform you of the conditions we observed at the School, School, and School.

The School is housed in two old, multiple-level townhouses in the District of Columbia. The stairways are narrow, winding, wood construction; desks and bookcases on landings partially block access to the stairs. A very small classroom on the top third floor had an iron fire escape stairway outside the window. The access from the window was protected by an iron gate which was padlocked with a keyed lock. The classroom contained eight students and one teacher in a room which was a maximum of 10 x 12 feet.

The main campus facilities of were of two types. The first is an old converted country mansion constructed of brick and mortar which houses the administrative staff, a small number of classrooms, and a portion of the dormitory space. The second type is a newly constructed brick and mortar series of buildings which house most of the classrooms and a large percentage of the dormitory space. The structure is a safe, well constructed and designed facility; however, the older facility contains many narrow, poorly lighted stairways and halls. Most of the interior of the older building is constructed of wood and the fire escapes/emergency exits are few and woefully inadequate.

The children at the School are housed in a large, old, three story brick and wood converted hunting lodge. There are no emergency exits on the second or third floors. The stairwells to the upper levels are narrow and poorly lite. Part of the first floor ceiling had recently fallen in as a result of water damage. There were exposed wires and electrical sockets on all floors. The bathrooms were small and under-equiped.

While these facilities may have fire marshal and agency approval, we consider them unsafe. It is our opinion that the lives of children and staff would be needlessly in jeopardy in the event of a fire or other emergency.

Sincerely,

Philip R. Jones
Professor and Coordinator
Administration and Supervision
of Special Education

PRJ/lcl

APPENDIX F

MCPS 007 F

Administration Interview Guide

School ______________________________ Date of Interviews _____________

Name of Administrator _______________ Interviewed By __________________

Names of Students	Levels	Handicapping Condition

GENERAL

1. What program does this school serve? (check)

   ○ Day
   ○ Residential
   ○ Day & Residential

2. Where are the services offered? (check all that apply)

   ○ Separate Wing
   ○ Special School
   ○ Local Public School
   ○ Hospital
   ○ Other/s (specify) ______________________________

3. What age range does this school serve?

4. What handicapping conditions does this school serve? (check all that apply)

○ Mild Mentally Retarded
○ Moderate Mentally Retarded
○ Severe Mentally Retarded
○ Profound Mentally Retarded
○ Multiply Handicapped
○ Hard of Hearing
○ Deaf
○ Speech & Language
○ Visually Impaired
○ Emotionally Impaired
○ Orthopedically Impaired
○ Other Health Impaired
○ Specific Learning Disabilities
○ Other/s (specify)

5. What courses of study does this school offer within each handicapping condition served?

6. What related services does this school offer within each handicapping condition? (check all that apply)

Handicapping Condition ______________________________

○ Speech Pathology
○ Audiology
○ Psychological Services
○ Physical Therapy
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services
○ Medical Services
○ Individual Therapy
○ Group Therapy
○ Parent Counseling
○ Parent Training
○ Vocational Education
○ Other/s (specify)

____

Handicapping Condition ______________________________

○ Speech Pathology
○ Audiology
○ Psychological Services
○ Physical Therapy
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services
○ Medical Services
○ Individual Therapy
○ Group Therapy
○ Parent Counseling
○ Parent Training
○ Vocational Education
○ Other/s (specify)

____

6. Con't

Handicapping Condition ______________________________

○ Speech Pathology
○ Audiology
○ Psychological Services
○ Physical Therapy
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services

○ Medical Services
○ Individual Therapy
○ Group Therapy
○ Parent Counseling
○ Parent Training
○ Vocational Education
○ Other/s (specify)

____

Handicapping Condition ______________________________

○ Speech Pathology
○ Audiology
○ Psychological Services
○ Physical Therapy
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services

○ Medical Services
○ Individual Therapy
○ Group Therapy
○ Parent Counseling
○ Parent Training
○ Vocational Education
○ Other/s (specify)

____

7. What unique program options does this school offer? (check all that apply)

○ Extended Day
○ Group Therapy
○ Mainstream
○ Weekend Program
○ Parent/s Required in Treatment
○ Training Center for Colleges
○ Group Home
○ Other/s (specify)

____

8. What are the school's unique program exclusion factors? (check all that apply)

○ Males
○ Females
○ Arson
○ Character Disorders
○ Suicidal
○ Chronic Assault/ Aggressive Behavior
○ Other/s (specify)

____

○ Runaway
○ Drugs/Alcohol
○ Non-ambulatory
○ Psychotic Disorders
○ Severely Neurologically Impaired
○ Mental Retardation

9. Does this school charge tuition? (check)

○ Yes
○ No

A. IF YES, what is the range of tuition?

PERSONNEL CERTIFICATION/LICENSURE

Now I would like to ask you some questions about certification of your staff.

(QUESTIONS 10-12 SHOULD BE ASKED ONLY AT SCHOOLS WITHIN THE STATE OF MARYLAND.)

10. Are all administrative personnel holding appropriate Maryland certification? (check)

    ○ Yes
    ○ No

    A. Are all administrative personnel eligible for appropriate Maryland certification? (check)

    ○ Yes
    ○ No

    B. IF NO, what administrative positions are held by personnel without eligibility for or holding appropriate certification?

11. Are all instructional personnel holding appropriate Maryland certification? (check)

    ○ Yes
    ○ No

    A. Are all instructional personnel eligible for appropriate Maryland certification? (check)

    ○ Yes
    ○ No

    B. IF NO, what instructional positions are held by personnel without eligibility for holding appropriate certification?

12. Are all support personnel holding appropriate Maryland certification and/or licensure? (check)

○ Yes
○ No

A. Are all support personnel eligible for appropriate Maryland certification? (check)

○ Yes
○ No

B. IF NO, what support positions are held by personnel without eligibility for holding appropriate certification?

(GO TO QUESTION 17.)

(QUESTIONS 13-16 ARE TO BE ASKED ONLY AT SCHOOLS OUTSIDE THE STATE OF MARYLAND.)

13. Is this school on the approved list of private schools for the state of Maryland? (check)

○ Yes
○ No

A. IF NO, does this state have reciprocal certification agreements with Maryland? (check)

○ Yes
○ No (GO TO QUESTION 17.)

14. Are all administrative personnel holding your state certification? (check)

    ○ Yes
    ○ No

    A. Are all administrative personnel eligible for your state certification? (check)

    ○ Yes
    ○ No

    B. IF NO, what administrative positions are held by personnel without eligibility for holding appropriate certification?

15. Are all instructional personnel holding your state certification? (check)

    ○ Yes
    ○ No

    A. Are all instructional personnel eligible for your state certification? (check)

    ○ Yes
    ○ No

    B. IF NO, what instructional positions are held by personnel without eligibility for holding appropriate certification?

16. Are all support personnel holding your state certification and/or licensure? (check)

    ○ Yes
    ○ No

    A. Are all support personnel eligible for your state certification and/or licensure? (check)

    ○ Yes
    ○ No

    B. IF NO, what support positions are held by personnel without eligibility for holding appropriate certification?

17. May we see the certification records for appropriate certification/licensure or transcripts for indication of certification eligibility? (check)

    ○ Yes
    ○ No

    A. IF YES, how may we proceed to do this?

MCPS 007 F

Name ______________________________

Handicapping Condition ____________

Level ____________

REVIEW OF RECORDS/ASSESSMENT/IEP/ARD COMMITTEE

18. May we review the records (including assessments, ARD committee minutes, IEP's, and schedules) for ______(STUDENT'S NAME)______

○ Yes
○ No

19. Did ______(STUDENT'S NAME)______ service start on the day specified on the IEP? (check)

○ Yes
○ No

A. IF NO, why not?

20. Is ______(STUDENT'S NAME)______ receiving the services specified on his/her IEP? (check)

○ Yes
○ No

A. IF NO, why not?

B. Is MCPS being charged for ______(STUDENT'S NAME)______ services? (check)

○ Yes
○ No

20. Con't

C. IF YES, how much?

D. Was MCPS informed that the child was not receiving the service? (check)

○ Yes
○ No

E. IF YES, how?

F. IF NO, why not?

21. Is ______(STUDENT'S NAME)______ receiving services not specified on his/her IEP? (check)

○ Yes
○ No

A. IF YES, why are they provided?

B. How was the need determined?

C. What is the cost?

D. Was MCPS informed of the charge: (check)

○ Yes
○ No

21. Con't

E. IF YES, how?

F. IF NO, why not?

22. Is ____(STUDENT'S NAME)____ receiving services in excess of that stipulated on his/her IEP? (check)

○ Yes
○ No

A. IF YES, why are they given?

B. How was the need determined?

C. What is the cost?

D. Was MCPS informed? (check)

○ Yes
○ No

E. IF YES, how?

F. IF NO, why not?

MCPS 010 F

Parent Interview Protocol

Hello, is this Mr. or Mrs. ______________________________?

(If child answers, ask for parent)

My name is ________________. I am with Virginia Polytechnic Institute and State University. As part of a study requested by Montgomery County Public Schools' Board of Education, I am currently conducting an evaluation of public and nonpublic special education programs serving MCPS students. As the parent of an MCPS special education student, you were randomly selected to participate in this study. If you have the time right now, I would like to ask you a few questions concerning your feelings about your child's special education program. This interview will take approximately ______________ minutes. (If OK proceed with interview; if not convenient say):

"When would be a more convenient time for me to call you?"

____

If parents are not willing to participate at all, thank them for their time and check circle. ○

Number of times called before reaching parents, including call back.

1	2	3	4	5	more
○	○	○	○	○	○

MCPS 010 F

Parent Interview Form

Name of Student ______________________ School ________________

Level ______________________________ Date __________________

Handicapping Condition ______________ Interviewed By __________

1. Were you invited to participate in the development of an individualized educational program (IEP) for your child? (check)

   ○ Yes
   ○ No
   ○ Don't Remember

2. Did you participate in the development of your child's individualized educational program (IEP)? (check)

   ○ Yes
   ○ No
   ○ Don't Remember

3. Did you receive a copy of the individualized educational program (IEP) for your child? (check)

   ○ Yes
   ○ No
   ○ Don't Remember

4. Has your child's IEP been reviewed for appropriateness since you first participated in the IEP development? (check)

   ○ Yes
   ○ No (IF NO, GO TO QUESTION 7.)
   ○ Don't Remember

5. Did you participate in any review of your child's IEP? (check)

   ○ Yes
   ○ No
   ○ Don't Remember

6. Was your child's IEP changed in any way after such review? (check)

   ○ Yes
   ○ No
   ○ Don't Remember

   A. IF YES, did you consent to the changes? (check)

   ○ Yes
   ○ No
   ○ Don't Remember

7. When was the last time you were invited to attend a meeting to review your child's educational program?

   Month ____________________ Year ______________

8. When was the last time you attended a meeting to review your child's IEP?

   Month ____________________ Year ______________

9. Have you ever requested a meeting to discuss your child's IEP? (check)

   ○ Yes
   ○ No
   ○ Don't Remember

   A. IF YES, how many times? ______________________

10. Do you understand the objectives being worked toward on your child's current placement? (check)

    ○ Yes
    ○ No

11. Do you agree with the objectives? (check)

    ○ Yes
    ○ No

(IF NO, ASK QUESTION 12; OTHERWISE GO TO QUESTION 13.)

12. If you do not agree, what have you done about your disagreement?

____

____

____

____

13. What are the positive features of your child's educational placement?

____

____

____

____

14. What are the negative features of your child's educational placement?

____

____

____

15. Do you feel that your child's educational placement is the best for him? (check)

Yes

No

A. IF YES, why?

____

____

B. IF NO, why not?

____

____

16. Has your child made progress since he has been placed in his present educational setting? (check)

○ Yes

○ No

A. IF YES, can you share with me some ways in which he has improved?

____

____

____

17. Do you feel that your child would make more progress if he were placed in a different educational setting? (check)

○ Yes
○ No

A. IF YES, what would the different setting provide that he does not presently have available?

____
____
____
____

18. Does your child receive physical education with regular pupils? (check)

○ Yes
○ No

A. IF NO, do you feel that your child could receive physical education with regular pupils? (check)

○ Yes
○ No

19. Does your child receive music with regular pupils? (check)

○ Yes
○ No

A. IF NO, do you feel that your child could receive music with regular pupils? (check)

○ Yes
○ No

20. Does your child receive art with regular pupils? (check)

○ Yes
○ No

A. IF NO, do you feel that your child could receive art with regular pupils? (check)

○ Yes
○ No

21. Does your child receive any other subjects with regular pupils? (check)

○ Yes
○ No

A. IF YES, what are they?

____

____

____

____

B. IF NO, do you feel that your child could receive any other subjects with regular pupils? (check)

○ Yes
○ No

(If yes) What are they?

____

____

____

MCPS 010 F

22. Do you feel that your child should spend more time with regular pupils? (check)

○ Yes
○ No

23. To your knowledge, what special or related services does your child receive in his/her present educational setting? (check all that apply)

○ Speech/Language Therapy
○ Occupational Therapy
○ Physical Therapy
○ Psychological Counseling
○ Psychiatric Counseling
○ Transportation
○ Catherization
○ Audiological Services
○ Vision Specialist
○ Other/s (specify) ____________________

24. If those services were available in your child's present educational setting, could your child attend the regular school? (check)

○ Yes
○ No

A. IF NO, why not?

____

____

____

____

25. How did your child get into his present placement? (check)

○ By MCPS
○ By Appeal
○ By Court Order
○ Other/s (specify) ____________________

26. How much is tuition for your child? ________________ Total.
Can you approximate the amount?

________________ Paid By You

________________ Paid By The Schools

________________ Paid By Other Agencies

A. What are the other agencies?

____

____

____

____

MCPS 008 F

Teacher/Support Interview Guide

School ______________________ Date of Interview ____________

Name of Teacher/
Support Personnel ______________ Interviewed By ____________

Names of Students	Levels	Handicapping Condition

GENERAL

1. What areas do you teach or what services do you provide? (check all that apply)

○ Mild Mentally Retarded
○ Moderate Mentally Retarded
○ Severe Mentally Retarded
○ Profound Mentally Retarded
○ Multiply Handicapped
○ Hard of Hearing
○ Deaf
○ Speech & Language
○ Visually Impaired
○ Emotionally Impaired
○ Orthopedically Impaired
○ Other Health Impaired
○ Specific Learning Disabilities
○ Other/s (specify)

____

2. How many students are in your class? ______________________

(FOR MORE THAN ONE CLASS)? ______________________

MCPS 008 F

Name ______________________

Handicapping Condition ____________

Level __________

REVIEW OF RECORDS/ASSESSMENT/IEP

(QUESTIONS 4-15 SHOULD BE REPEATED FOR EACH CHILD THE TEACHER/SUPPORT PERSONNEL WORKS WITH IN THE SAMPLE.)

3. Did you provide any formal assessments on (STUDENT'S NAME) ? (check)

○ Yes
○ No

A. IF YES, which ones? (check all that apply)

○ Wechsler Adult Intelligence Scale
○ Wechsler Intelligence Scale for Children (revised)
○ Stanford-Binet Intelligence Scale
○ SOMPA
○ Wide Range Achievement Test
○ Peabody Individual Achievement Test
○ Slosson Intelligence Test
○ Peabody Picture Vocational Test
○ Key Math Test
○ Durrell Analysis of Reading Difficulty
○ Woodcock Reading Mastery Test
○ Ill. Test of Psycholinguistic Abilities (ITPA)
○ Bender Visual Motor Gestalt Test
○ Woodcock-Johnson Psycho-educational Battery
○ Visual Motor Integration Test
○ Burke Behavior Rating Scale
○ Brigance Diagnostic Inventory of Basic Skills
○ Other/s (specify)

____

MCPS 008 F

4. Did you provide any informal assessments on (STUDENT'S NAME) ?

○ Yes

○ No

A. IF YES, what are they? (check all that apply)

○ Wechsler Adult Intelligence Scale

○ Wechsler Intelligence Scale for Children (revised)

○ Stanford-Binet Intelligence Scale

○ SOMPA

○ Wide Range Achievement Test

○ Peabody Individual Achievement Test

○ Slosson Intelligence Test

○ Peabody Picture Vocational Test

○ Key Math Test

○ Durrell Analysis of Reading Difficulty

○ Woodcock Reading Mastery Test

○ Ill. Test of Psycholinguistic Abilities (ITPA)

○ Bender Visual Motor Gestalt Test

○ Woodcock-Johnson Psychoeducational Battery

○ Visual Motor Integration Test

○ Burke Behavior Rating Scale

○ Brigance Diagnostic Inventory of Basic Skills

○ Other/s (specify)

____

5. Did you participate in ____(STUDENT'S NAME)____ Individualized Education Program (IEP) meeting? (check)

○ Yes
○ No

A. IF NO, why not?

6. What instruction and/or services does ____(STUDENT'S NAME)____ receive? (check all that apply)

○ Math
○ Reading
○ Language Arts
○ Social Studies
○ Physical Education
○ Science
○ Other/s (specify)

____

○ Speech & Language
○ Audiology
○ Psychological Services
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services
○ Medical Services
○ Individualized Therapy
○ Group Therapy
○ Vocational Education
○ Other/s (specify)

____

7. Are there instructional areas or services on the IEP which ______________________ does not receive? (check)
(STUDENT'S NAME)

○ Yes
○ No

A. IF YES, what are they? (check all that apply)

○ Math
○ Reading
○ Language Arts
○ Social Studies
○ Physical Education
○ Science
○ Other/s (specify)

____

○ Speech & Language
○ Audiology
○ Psychological Services
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services
○ Medical Services
○ Individualized Therapy
○ Group Therapy
○ Vocational Education
○ Other/s (specify)

____

B. Why are they not provided?

C. How was this determination made to not provide these services?

D. Was MCPS informed? (check)

○ Yes
○ No

E. Who at MCPS authorized the change?

F. If not authorized, why not?

8. Are instructional areas or services provided that are not stipulated on the IEP? (check)

○ Yes
○ No

A. IF YES, what are they? (check all that apply)

○ Math
○ Reading
○ Language Arts
○ Social Studies
○ Physical Education
○ Science
○ Other/s (specify)

____

○ Speech & Language
○ Audiology
○ Psychological Services
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services
○ Medical Services
○ Individualized Therapy
○ Group Therapy
○ Vocational Education
○ Other/s (specify)

____

B. Why are they provided?

C. How was the determination made to provide these services?

D. Was MCPS informed? (check)

○ Yes
○ No

E. Who at MCPS authorized the change?

F. If not authorized, why not?

9. Are services provided in excess of the quantity of that stipulated on ______________________ IEP? (check)
(STUDENT'S NAME)

(EXAMPLE: 5.0 hours of reading per week are stipulated on the IEP; however, the child is actually in reading class 8.0 hours per week)

○ Yes
○ No

A. IF YES, what are they? (check all that apply)

○ Math
○ Reading
○ Language Arts
○ Social Studies
○ Physical Education
○ Science
○ Other/s (specify)

____

○ Audiology
○ Psychological Services
○ Speech & Language
○ Occupational Therapy
○ Recreation
○ Social Work
○ Counseling Services
○ Medical Services
○ Individualized Therapy
○ Group Therapy
○ Vocational Education
○ Other/s (specify)

____

B. Why are they provided?

C. How was the determination made to provide these services?

D. Was MCPS informed? (check)

○ Yes
○ No

E. Who at MCPS authorized the change?

F. If not authorized, why not?

10. On what date did ______(STUDENT'S NAME)______ start in your class?

____

11. What is ______(STUDENT'S NAME)______ schedule?

12. What special materials do you use with ______(STUDENT'S NAME)______? (READ RESPONSE CATEGORIES)

○ Reading Series (specify) ○ Social Studies Series (specify)

______________ ______________

○ Language Series (specify) ○ Science Series (specify)

______________ ______________

○ Math Series (specify) ○ Other/s (specify)

______________ ______________

A. (IF MATERIALS DO NOT COINCIDE WITH THOSE LISTED ON THE IEP, ASK, "ARE THESE MATERIALS DIFFERENT FROM THOSE SPECIFIED ON THE IEP?")

○ Yes (specify)

○ No ______________

13. What instructional approaches do you use with ______(STUDENT'S NAME)______?

A. (IF THE APPROACHES DO NOT COINCIDE WITH THOSE LISTED ON THE IEP, ASK, "ARE THESE APPROACHES DIFFERENT FROM THOSE SPECIFIED ON THE IEP?")

○ Yes (specify)

○ No ______________

14. What instructional equipment do you use with ___(STUDENT'S NAME)___ ? (check all that apply)

○ Adaptive Physical Education Equipment

○ Audio Equipment (specify) ____________

○ Physical Therapy Equipment (specify) ____________

○ Visual Equipment (specify) ____________

○ Other Equipment (specify) ____________

A. (IF EQUIPMENT DOES NOT COINCIDE WITH THAT LISTED ON THE IEP, ASK, "IS THE EQUIPMENT DIFFERENT FROM THAT SPECIFIED ON THE IEP?")

○ Yes (specify) ____________

○ No

15. Do you have lesson/treatment plans for ___(STUDENT'S NAME)___? (check)

○ Yes

○ No

A. IF YES, ask, "Are they: (READ RESPONSE CHOICES)?"

○ Daily

○ Weekly

○ Monthly

B. May we review the lesson/treatment plans? (check)

○ Yes

○ No

16. Is there anything else you would like to add to help us better understand this student's program?

MCPS 0C2 F

Observation Guide

Name of Student ____________________ School ____________________

Level ____________________ Date of Review ____________________

Handicapping Condition ____________________ Reviewed By ____________________

1. Name of class and/or service observing.

Class	Time of Observation	Number of Children in Class

A. Is it listed on the IEP? (check)

○ Yes
○ No

B. IF YES, does it match frequency and duration specified on the IEP? (check)

○ Yes
○ No

Comments:

2. What special materials are used to teach this child for this lesson? (check all that apply)

○ Reading Series (specify) ____________________	○ Social Studies Series (specify) ____________________
○ Language Series (specify) ____________________	○ Science Series (specify) ____________________
○ Math Series (specify) ____________________	○ Other/s (specify) ____________________

A. Do they match those specified on the IEP? (check)

○ Yes
○ No

Comments:

3. What instructional equipment is used to teach this child for this lesson? (check all that apply)

○ Adaptive Physical Education Equipment (specify) ____________________	○ Audio Equipment (specify) ____________________
○ Physical Therapy Equipment (specify) ____________________	○ Visual Equipment (specify) ____________________
	○ Other Equipment (specify) ____________________

3. A. Does the equipment used match what is specified on the IEP? (check)

○ Yes
○ No

Comments:

4. List instructional approaches used to teach this child.

A. Do they match those specified on the IEP? (check)

○ Yes
○ No

Comments:

5. Is there evidence of teaching to the objectives? (check)

○ Yes
○ No

Comments:

A. Is there evidence of use of appropriate teaching approach? (check)

○ Yes
○ No

Comments:

5. B. Is there evidence of use of appropriate materials? (check)

○ Yes
○ No

Comments:

C. Is there evidence of use of appropriate equipment? (check)

○ Yes
○ No

Comments:

6. Is there evidence of attainment of goals so stipulated on the IEP? (check)

○ Yes
○ No

Comments:

7. Is there evidence of attainment of objectives so stated on the IEP? (check)

○ Yes
○ No

Comments:

8. If the previous IEP is available is there evidence of attainment of goals so stipulated on the IEP? (check)

   ○ Yes
   ○ No

   Comments:

   A. If the previous IEP is available is there evidence of attainment of objectives so stipulated on the IEP? (check)

      ○ Yes
      ○ No

      Comments:

9. Is there evidence of lesson plan? (check)

   ○ Yes
   ○ No

   A. Is there evidence of plan following objectives stated on IEP? (check)

      ○ Yes
      ○ No

      Comments:

   B. Is there evidence of plan being used? (check)

      ○ Yes
      ○ No

      Comments:

10. Is there evidence of treatment plan? (check)

○ Yes
○ No

A. IF YES, evidence of plan being used? (check)

○ Yes
○ No

Comments:

MCPS 006 F

Record Review Guide

Name of Student ______________________

Date of Review ______________

Level ___________

Reviewed By ________________

Handicapping Condition ________________

School ______________________

	Location of Record						
	MCPS Central Office			School			
ASSESSMENT INFORMATION	yes	no	date	yes	no	date	Comment/Documentation
1. Are the most recent assessments part of an initial evaluation?							
2. Are the most recent assessments part of a re-evaluation?							
3. Reports used to determine eligibility:							
Educational (including reading, spelling, math, written & oral language, perceptual motor, general knowledge as appropriate)							
Psychological							
Sociological							

MCPS 006 F

	Location of Record						
	MCPS Central Office			School			
ASSESSMENT INFORMATION (con't)	yes	no	date	yes	no	date	Comment/Documentation
3. Con't							
Medical							
Speech & Language							
Audiological							
Ophthalmological							
Psychiatric							
Neurological							
Others; specify ____________							
4. Are more than the minimum assessments (Educational, Psychological, Sociological) completed? If yes, specify: ____________ ____________ ____________ ____________							

	Location of Record						
	MCPS Central Office			School			
ASSESSMENT INFORMATION (con't)	yes	no	date	yes	no	date	Comment/Documentation
5. Are the assessments completed related to the disability(s) (as determined by: referral, screening, evaluation reports, and/or ARD minutes)? If no, specify: ____________________ ____________________ ____________________ ____________________							

MCPS 006 F

	Location of Record						
	MCPS Central Office			School			
PROGRAM ENTRY-REVIEW-CHANGE IN PLACEMENT	yes	no	date	yes	no	date	Comment/Documentation
1. Initial entry into the Level V or VI program was by:							
MCPS placement							
Parental placement with MCPS funding							
Appeals procedure							
Others; specify: ____________							
2. Age at initial entry ____							
3. Has there been a review of current placement?							
4. Has there been a change in current level? If yes, specify dates & levels: ____________							
5. Has there been a change in current placement? If yes, was it initiated by:							
MCPS							
Parent with MCPS funding							
Appeals procedure							

MCPS 006 F

	Location of Record						
	MCPS Central Office			School			
PROGRAM ENTRY-REVIEW-CHANGE IN PLACEMENT (con't)	yes	no	date	yes	no	date	Comment/Documentation
5. Con't Other; specify ____________________							
6. Age(s) at change of current placement(s) (yrs & months) ____________________ ____________________							

MCPS 006 F

Individualized Education Program Record Review

	Location of Record						
	MCPS Central Office			School			
IEP/LESSON PLANS	yes	no	date	yes	no	date	Comment/Documentation
1. IEP implementation date (1981-82)							
2. Enrollment date on register (1981-82)							

IEP/LESSON PLANS (con't)

MCPS 006 F

3. List the following information as provided on the child's 1981-82 IEP:

Service		Implementation Date		Frequency		Duration	
MCPS	School	MCPS	School	MCPS	School	MCPS	School

Materials		Equipment		Approaches		Comment/Documentation
MCPS	School	MCPS	School	MCPS	School	

3. Are services stipulated on the IEP (81-82) but not in the child's schedule? Yes ____ No ____.
If yes:

Service	Cost	Documentation of			Comment/Documentation
		No Need[1]	Correspondence with MCPS[2]	Correspondence with Parent[3]	

1. Assessment, ARD Committee
2. Phone, Letter
3. Phone, Letter

4. Is the student receiving services which are not specified on the 1981-82 IEP? Yes ____ No ____.
If yes:

Service not Specified	Imp. Date	Frequency	Duration	Cost	Documentation of			Comment/ Documentation
					Need[1]	Correspondence with MCPS[2]	Correspondence with Parent[3]	

5. Is the student receiving services in excess of frequency provided on the 1981-82 IEP? Yes ____ No ____.
If yes:

Service in Excess	Amount in Excess	Cost of Excess	Documentation of			Comment/ Documentation
			Need[1]	Correspondence with MCPS[2]	Correspondence with Parent[3]	

1. Assessment, ARD Committee
2. Phone, Letter
3. Phone, Letter

	Location of Record						
	MCPS Central Office			School			
IEP/LESSON PLANS (con't)	yes	no	date	yes	no	date	Comment/Documentation
6. Has there been an annual review of this child's last IEP (1980-81)? If yes:							
Documentation of goals attained?							
Criteria to enter less intensive program?							
7. Are lesson plans on file? If yes, are they:							
Daily							
Weekly							
Monthly							
8. Are treatment plans on file? If yes, are they:							
Daily							
Weekly							
Monthly							

MCPS 006 F

School Administration Record Review

	Location of Record						
	MCPS Central Office			School			
CLASS SIZE/CASE LOADS/ PERSONNEL	yes	no	date	yes	no	date	Comment/Documentation
1. Do the special education administrative personnel working with this child hold appropriate certification? If no, specify __________ __________ __________							
2. Do the special education instructional personnel working with this child hold appropriate certification? If no, specify: __________ __________ __________							
3. Do the special education support personnel working with this child hold appropriate certification? If no, specify: __________ __________							

	Location of Record						
	MCPS Central Office			School			
CLASS SIZE/CASE LOADS/ PERSONNEL (con't)	yes	no	date	yes	no	date	Comment/Documentation
4. What is the size of the class(es) this child is in? ____________________							

An Evaluation of Public and
Nonpublic Special Education Programs
Used by Montgomery County Public Schools

VOLUME II

Analysis of Costs for Provision of Levels V and VI Special Education Programs by Montgomery County Public Schools
1978 - 1982

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
UT PROSIM

June 17, 1983

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INTRODUCTION

The provision of services for handicapped children by our nation's public schools has stimulated considerable discussion and controversy since the passage of The Education for All Handicapped Children Act of 1975 (P.L. 94-142). Montgomery County Public Schools (MCPS) has not been excluded from this national controversy as succinctly noted in RFP 81-06 which stimulated this report.

> There has been, and continues to be, considerable controversy over the use of nonpublic programs for serving handicapped students. There have been questions raised concerning the costs of private services specifically whether services provided privately could be more cost effectively provided by the public schools. Further, there is a real fear that the tuition that MCPS must pay for nonpublic services will grow disproportionately, draining resources which otherwise would be available for other MCPS students. In contrast, proponents of the private sector feel that not only are nonpublic services cost effective, but that they actually may provide higher quality services at a lower cost than MCPS would be able to provide.
>
> Little detailed comparative information currently exists with which to address these questions and evaluate these conflicting claims. Policymakers have heard considerable debate but have received little factual information.[1]

In order to provide MCPS with relevant information on costs and program quality which will provide a basis for both assessment of current services and future program planning, MCPS let a contract with Virginia Polytechnic Institute and State University (Virginia Tech). As noted in Volume I of the Virginia Tech report, a series of five questions were addressed. Responses to questions one to three are reported in Volume I, and responses to question five are reported in Volume III. Responses to question four are reported in Volume II. Specifically, question four asked what are the costs of Level V and VI public and nonpublic programs and how do they compare. In order to respond to this rather complex question, Volume II is divided into the following series of chapters:

---

[1] Montgomery County Public Schools, RFP Number 81-06 of April 7, 1981, p. 3

Chapter I Cost Models and Methodology for Deriving Current and Historical Costs

Chapter II Presentation of Fiscal Data

- A. Discrete Costs
    - 1. Level V - Internal
    - 2. Level V - External
    - 3. Level VI - External
- B. Transportation Costs
- C. Overhead Costs
    - 1. Special Education
    - 2. General
- D. Aggregate Costs

Chapter III Presentation of Projected Costs

- A. Level V - Internal
- B. Level V - External
- C. Level VI - External

Chapter IV Cost Comparison and Findings

Chapter I

COST MODELS AND METHODOLOGY FOR DERIVING CURRENT AND HISTORICAL COSTS

Contained in Chapter I are the cost models and methodology used to derive Levels V and VI per-pupil costs. The presentation of the cost models includes the use of actual fiscal year 1981 financial data to illustrate methodology when appropriate.

In order to obtain total costs by program for Level V and VI MCPS children, it was necessary to develop the following three models:

Model A:	Identification of Level V Per-Pupil Costs by Program (Internal)
Model B:	Identification of Level V Per-Pupil Costs by Program (External)
Model C:	Identification of Level VI Per-Pupil Costs by Program (External)

Each of the models is graphically displayed with accompanying narrative. In some instances, it was necessary to illustrate the process of developing the costs by using actual data. Whenever illustrative data were used in the narrative, such data were obtained from school year 1980-81. Throughout this volume and specifically in Chapter I, precise and study-specific terms were developed and used. For the convenience of the reader, a glossary of study terms was developed (see pp. 186 to 190).

A. 1.: Discrete Costs (Program Specific)

Discrete Costs (Program Specific) were those specific costs which were obtained from data-of-record and included salaries, textbooks, instructional materials and supplies, travel, additional equipment, replacement equipment, and contracted services. These costs were furnished through document analysis from MCPS. The forms (VPISU 001, 002, and 003) which were used to compile these data are contained in Appendix A.

A. 2.: Transportation Costs

The determination of transportation costs for special education pupils was a complex task since a portion of the special education pupils are transported on special education buses, while the remaining special education pupils are transported on regular buses. Contained in the following example are the steps used to identify transportation costs for special education pupils for the 1980-81 school year. All per-pupil transportation costs utilized pupil population figures as consistent enrollment data were not available.

Step 1: Determination of Per-Pupil Costs for those pupils receiving special transportation
(Source: MORE Transportation Report, Exhibit 6.3)

Maintenance & Operation Costs Per Pupil (Includes parts, labor, contract work, gas, oil, tires, indirect labor, & direct overhead for fleet of school buses)	$ 383
Operator's Cost Per Pupil	698
Total Per-Pupil Cost	$ 1,081

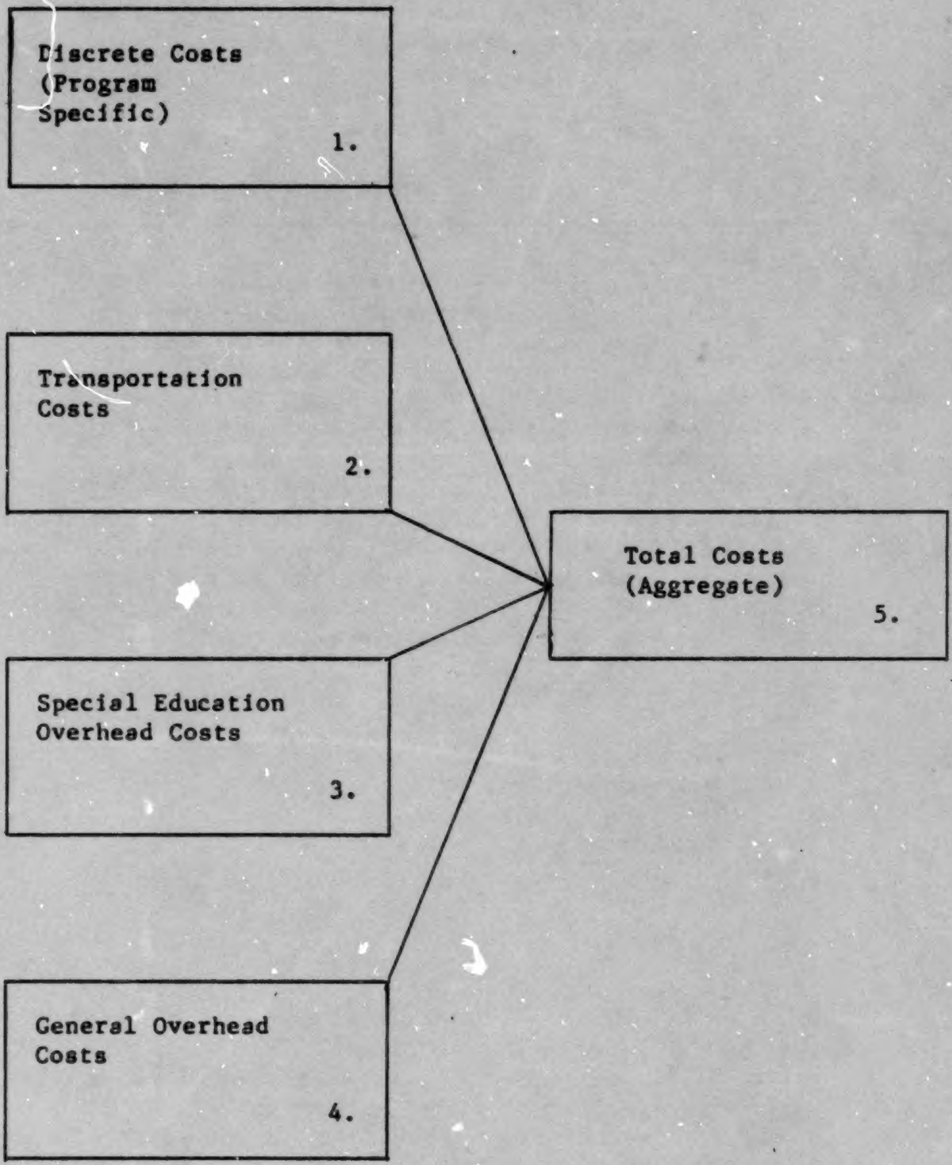
Step 2: Determination of Total Costs for those pupils receiving special transportation
(Source: MCPS Transportation Report for Maryland State Department of Education, Data Collection, September-October Annually)

2,608 pupils transported x $1,081 per pupil = $2,819,248

Step 3: Determination of Per-Pupil Costs for those special education students receiving regular transportation

Maintenance & Operation Costs Per Pupil (Includes parts, labor, contract work, gas, oil, tires, indirect labor, & direct overhead for fleet of school buses)	$ 83
Operator's Cost Per Pupil	57
Total Per-Pupil Cost	$ 140

Model A. Identification of Level V Per-Pupil Costs by Program (Internal)


Discrete Costs (Program Specific) 1.
Transportation Costs 2.
Special Education Overhead Costs 3.
General Overhead Costs 4.
Total Costs (Aggregate) 5.

Step 4: Determination of number of special education pupils receiving regular transportation (Source: MCPS Transportation Report for Maryland State Department of Education, September-October Annually)

a. Calculate percentage of total pupils receiving regular transportation by MCPS by dividing the total number of pupils receiving regular transportation 46,747 by the total number of MCPS pupils 96,182[2] = 48.6%.

Thus, it may be assumed that approximately 48.6% of the special education students are receiving regular transportation services.

b. Calculate total special education pupils receiving regular transportation services by multiplying 48.6% x 7,939 (total special education population less preschool, Levels V & VI External, and pupils receiving special transportation) = 3,858.56.

c. Calculate the total number of special education pupils transported by adding the total number of special education pupils receiving special transportation (2,608) to the total number of special education pupils receiving regular transportation (3,858.56) = 6,466.56.

Step 5: Determination of Total Costs for special education students receiving regular transportation services

$140 total per-pupil cost x 3,858.56 special education pupils receiving regular transportation = $540,199

Step 6: If $140 if multiplied by 42,889 general education pupils, it yields $6,004,460. When this figure ($6,004,460) is added to the special education costs ($2,819,248) and the regular transportation costs for special education pupils ($540,199), it yields a total of $9,363,907. It was noted that the $9,363,907 fell $4,682,421 short of the total expenditures reported for the transportation category. The $4,682,421 represents costs not attributable directly to the operation of the fleet of buses. Such costs are incurred for the provision of the auto fleet, maintenance, mail and supply vehicles; and parts, labor, contract work, gas, oil, tires, indirect labor and overhead for other than school buses. Since these costs are not attributable directly to the provision of transportation services (See MORE Report), it was decided to transfer the $4,682,421 expenditures for nontransportation services contained in the transportation category to general and special education overhead. See A. 3. and A. 4. for the transfer of nontransportation services.

---

[2] Population vice enrollment data used.

Step 7: Thus, Total Costs for special education pupils were obtained by adding:

a.	Special Education Pupils Receiving Special Transportation	$ 2,819,248
b.	Special Education Pupils Receiving Regular Transportation	540,199
	Total Special Education Transportation Costs	$ 3,359,447

Step 8: When the total per-pupil costs for special education are calculated by dividing the total special education transportation costs ($3,359,447) by the total special education population (10,547), it yields a total of $318 per pupil.

A. 3.: Special Education Overhead Costs

Special education overhead consists of those elements of expenditure that cannot be readily or accurately identified with specific groups of handicapped students but which, in the main, are for the benefit of only special education students (as opposed to regular education students). These activities include the general administration of special education programs, assessment of handicapped pupils, placement activities for handicapped pupils, and in-service training of special education personnel.

Special education overhead was estimated by extracting and totaling those elements of district expenditure budgets that involve indirect services to handicapped pupils. This was a fairly straight-forward process for central office budgets for such activities as handicapped pupil assessment and placement. However, other central office budgets had to be examined more closely, and those elements serving special education had to be picked out from the total budget. Specifically, only part of the expenditures for the Office of the Associate Superintendent for Special and Alternative Education was charged as overhead for special education.

There are school-based personnel, such as special education program supervisors and regular education teachers, who provide some indirect services to students who are eventually assigned to Level V and VI programs. However, since the great majority of their time is devoted to regular students, and because of the not unlimited resources available for this research, we did not attempt to determine what share of these personnel should be included in special education overhead. In essence, we have allocated all their time to regular education and special education Levels I to IV. To the extent that they serve Level V and VI pupils, the special education overhead charge for these pupils has been underestimated. We think, however, that the dollar amounts concerned, on a per pupil basis, are quite small and this exclusion has no impact on the comparison of costs between internal and external programs because the same amounts of special education overhead are charged in this analysis to both service providers.

For Fiscal Year 1981, special education overhead was calculated as follows:

	Activity	FY 1981 Expenditures
(1)	Office of the Associate Superintendent for Special and Alternative Education	$ 76,000
(2)	Diagnostic and Professional Support Team	253,573
(3)	Central Placement Unit	231,780
(4)	In-service Training	316,011
(5)	Department of Special Education, Office of the Director	253,205
	Total	1,130,569
	Enrollment (1981)	11,565
	Special Education Overhead per Pupil (1,130,569 divided by 11,565)	$98

A. 4.: General Overhead Costs

In order to accurately calculate the total cost of educating general and special education pupils, it is necessary to include general overhead costs. Overhead costs may be defined as those elements of expenditure which cannot be readily or accurately identified with a specific service, program, or unit of output and therefore cannot be accounted for when determining discrete costs. In general, these costs are not entirely eliminated if a service, program, or unit of output is eliminated. Conversely, it should not be assumed to aggregate on a per-unit basis when a program is added.

The method of calculating general overhead costs used in this study is referred to as the "Expenditure Deduction Procedure." The Expenditure Deduction Procedure is recognized as a valid method of determining overhead costs but requires a cooperative effort in determining appropriate expenditure deductions. Through consultation and cooperation with key MCPS personnel, the Virginia Tech research team was able to utilize the Expenditure Deduction Procedure. In addition, unlike some methods, the Expenditure Deduction Procedure provides a rapid and efficient method of calculating overhead costs. (See Appendix B for an example of an alternative method used to determine overhead costs.)

In essence, the Expenditure Deduction Procedure requires that certain expenditures be deducted from the total current expenditures. The remainder is divided by the total number of pupils, both special education and general education, in order to derive the general overhead cost figure. Expenditures identified for deduction are those expenditures which are categorized as instructional, self-sustaining noninstructional services, or have been noted previously as discrete costs. Contained in the example below is the calculation made for the 1980-81 school year: (Source: MCPS FY 83 Operating Budget).

Total Actual Expenditure	$ 310,301,971
Deduct:	
Department of Adult Education & Summer School	2,379,631
Adult Basic Education	244,514
American Indian Education	29,975
Extended Elementary Education	118,935
Vocational Education	780,823*
Instructional Salaries	159,366,750
Special Education	31,284,862
School Food Services Fund	11,545,733
Transportation	9,363,907
Head Start/Child Development	2,028,883*
Total General Overhead	$ 93,157,958

The total general overhead ($93,157,958) divided by the total MCPS enrollment (95,587) yields a per-pupil general overhead cost ($974).

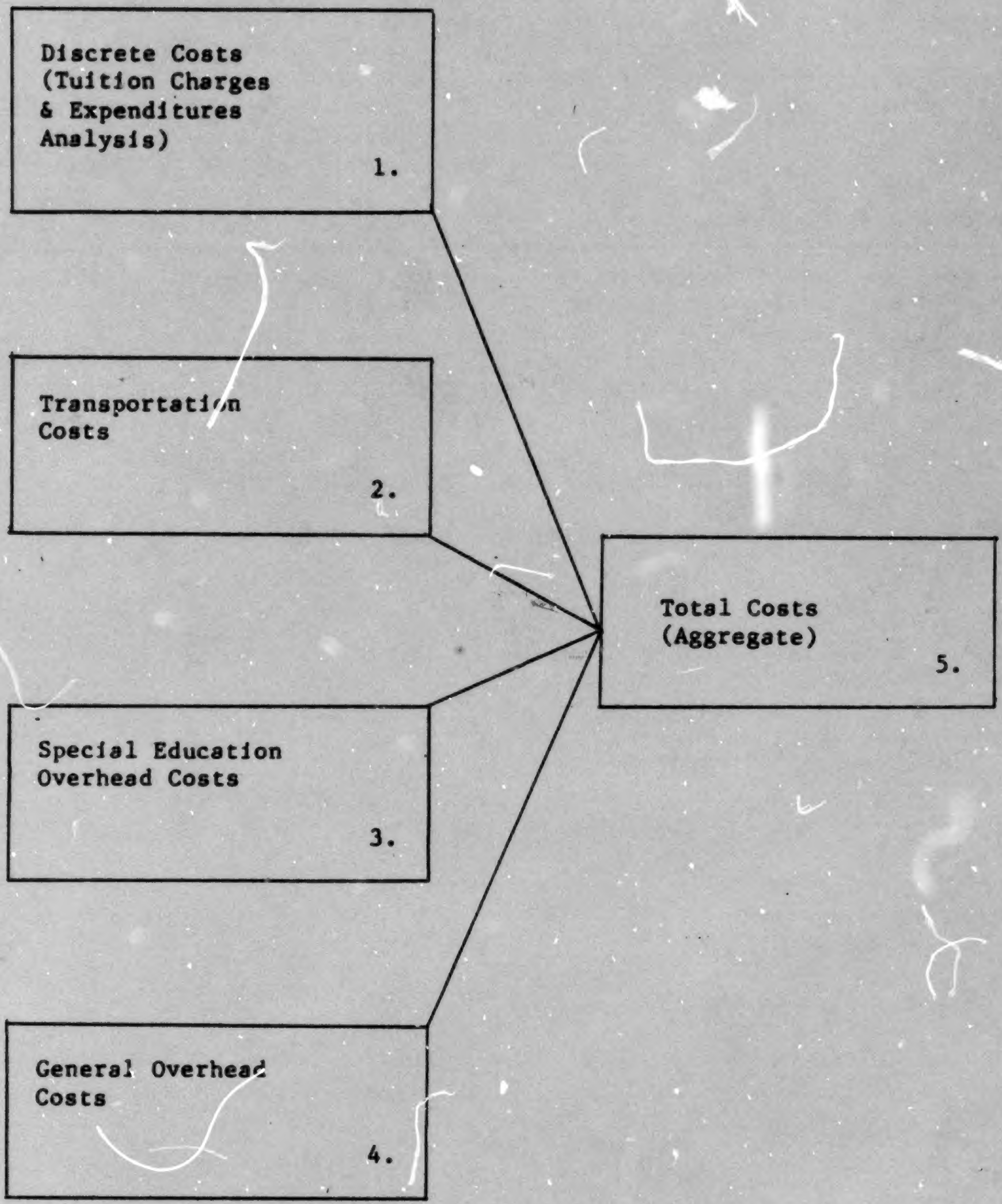
---

*Does not include 10% set aside for special education.

A. 5.: Total Costs (Aggregate)

Total Costs were determined by aggregating Discrete Costs, Transportation Costs, Special Education Overhead Costs, and General Overhead Costs.

Model B: Identification of Level V Per-Pupil Costs by Program (External)


Discrete Costs
(Tuition Charges
& Expenditures
Analysis)
1.
Transportation
Costs
2.
Special Education
Overhead Costs
3.
General Overhead
Costs
4.
Total Costs
(Aggregate)
5.

B. 1.: Discrete Costs (Tuition Charges & Expenditures Analysis)

In order to obtain per-pupil costs by program for all external schools, it was necessary to obtain the tuition charges paid by MCPS for each pupil. These data were compiled and sorted by program. Tuition payments for partial years were adjusted both on a per month and a twelve month basis. Thus, a mean tuition payment by program could be calculated for the five school years. Appendix D contains VPISU Form 011 which was utilized for this task.

Through an analysis of collected fiscal reports from the sample external day schools, it was possible to determine the relative percentages by budget category and program the Level V External schools were expending for administration, instruction, fixed charges, instructional materials & supplies, travel, additional equipment, replacement equipment, food services, health & attendance, and maintenance & operation. (See Appendix A, VPISU Form 013.) The percentages were multiplied by the mean tuition charges for the purpose of providing a common comparison between Level V Internal and External costs per pupil.

B. 2.: Transportation Costs

Refer to Model A. 2. for an explanation of the determination of Transportation Costs.

B. 3.: Special Education Overhead Costs

Refer to Model A. 3. and A. 4. for an explanation of the determination of Special Education Overhead Costs and General Overhead Costs.

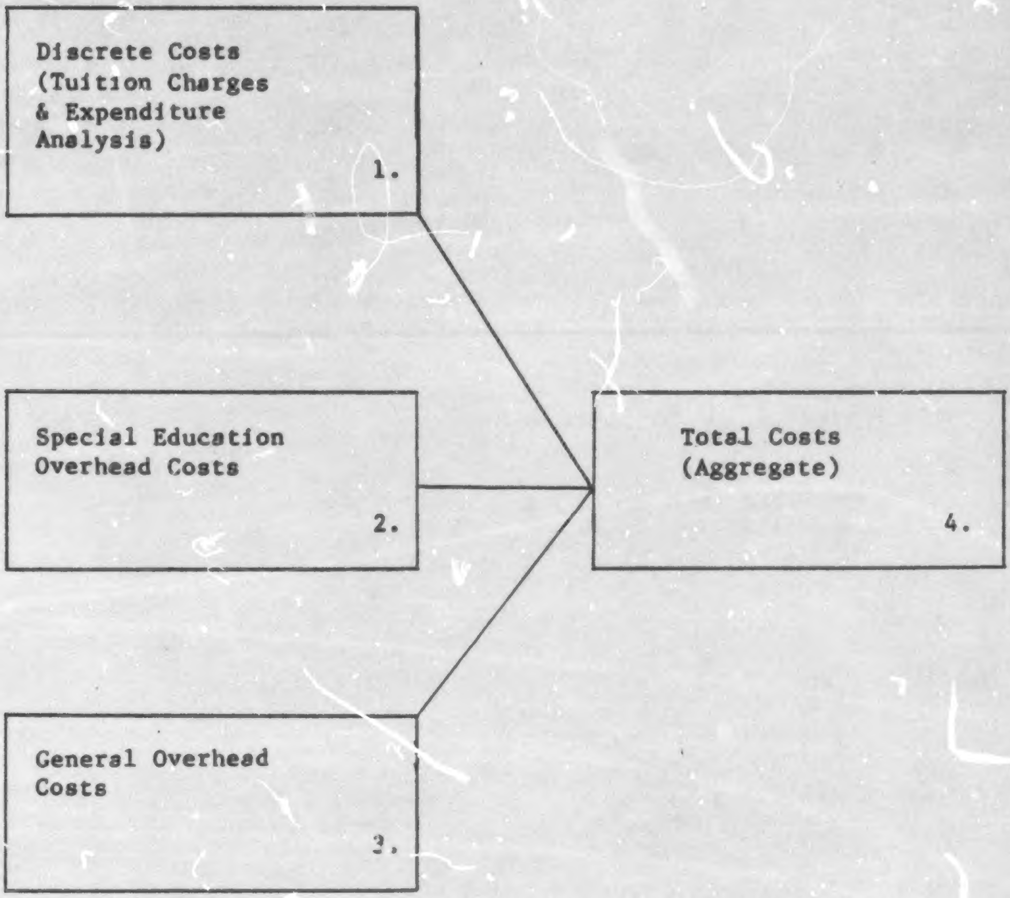
B. 4.: General Overhead Costs

Refer to Model A. 3. and A. 4. for an explanation of the determination of Special Education Overhead Costs and General Overhead Costs.

B. 5.: Total Costs (Aggregate)

Total Costs were determined by aggregating Discrete Costs, Transportation Costs, Special Education Overhead Costs, and General Overhead Costs.

Model C: Identification of Level VI Per-Pupil Costs by Program (External)


Discrete Costs (Tuition Charges & Expenditure Analysis)
1.
Special Education Overhead Costs
2.
General Overhead Costs
3.
Total Costs (Aggregate)
4.

C. 1.: Discrete Costs (Tuition Charges & Expenditure Analysis)

Refer to Model B 1. for an explanation of the determination of Discrete Costs. Through an analysis of collected fiscal reports from the sample external residential schools, it was possible to determine the relative percentages by budget category the Level VI External programs were expending for administration instruction, fixed charges, instructional materials & supplies, travel, transportation[4], additional equipment replacement equipment, food services, residential services, health & attendance, and maintenance & operation.

C. 2.: Special Education Overhead Costs

Refer to Model A. 3. and A. 4. for an explanation of the determination of Special Education Overhead Costs and General Overhead Costs.

C. 3.: General Overhead Costs

Refer to Model A. 3 and A 4. for an explanation of the determination of Special Education Overhead Costs and General Overhead Costs.

C. 4.: Total Costs (Aggregate)

Total Costs were determined by aggregating Discrete Costs, Special Education Overhead Costs and General Overhead Costs.

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[4] Since MCPS provides transportation services for Level V (Internal and External) pupils, transportation-specific costs were identified. However, since transportation costs for Level VI External pupils are contained in tuition charges, transportation costs are arrayed under discrete costs. However, it is recognized that Level VI External per-pupil transportation costs are understated since MCPS directly funds transportation services for certain Level VI External pupils. Such costs while included in aggregate costs were not precisely identified as transportation expenditures.

Chapter II

PRESENTATION OF FISCAL DATA

> Contained in Chapter II are current and historical costs incurred by MCPS for educating Levels V and VI pupils from fiscal years 1978 through 1982.[1] The data are arrayed by discrete costs, transportation costs, overhead costs, and aggregate costs. All data are arrayed by program on a per-pupil basis.

Level V Internal programs which were available for cost analysis were Orthopedic Impaired (OI); Multiple Handicapped (MH)[2]; Mental Retardation (MR)[3]; Learning Disabled and Emotionally Disturbed (LD & ED)[4]; Emotionally Disturbed (ED)[5]; Learning Disabled (LD)[6]; Emotionally Disturbed and Learning Disabled (ED & LD)[7]; Hearing Impaired (HI); Visually Impaired (VI); and Speech and Language Impaired (SLI). Level V External and Level VI External programs utilized by MCPS were Orthopedic Impaired (OI); Multiple Handicapped (MH); Mental Retardation (MR); Emotionally Disturbed (ED); Learning Disabled (LD); and Speech and Language Impaired (SLI). Within programs containing more than one handicapping condition (e.g., LD & ED) the primary handicapping condition is listed first. Per-pupil costs are arrayed and classified by discrete costs, transportation costs, overhead costs, and aggregate costs. Total costs data (program costs incurred prior to dividing by number of pupils enrolled) have not been arrayed. Unless otherwise noted, all financial data are reported in current dollars unadjusted for inflation. The reader may refer to Figure 3, p. 81, for the rates of inflation as measured by the Consumer Price Index for the years of the study.

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[1] Level V External and Level VI External costs are for fiscal years 1978 through 1981.

[2] Rock Terrace High School.

[3] Concord, Longview, Stephen Knolls.

[4] Secondary Learning Centers.

[5] Bridge School.

[6] Elementary Learning Centers.

[7] Mark Twain.

Section A Discrete Costs

Discrete costs by program were obtained through analysis of financial documents furnished by MCPS. For Level V Internal Costs, actual fiscal year expenditures by the various categories and programs were obtained and divided by corresponding pupil enrollments, generating per-pupil cost figures. An entirely different technique had to be used for determining categorical expenditures for Level V External and Level VI External programs. From an analysis of private school financial documents, it was possible to develop a set of categorical multipliers. When the multipliers were applied to Level V External and Level VI External mean per-pupil tuition costs, comparable categorical expenditures were identified for the various programs. Consequently, per-pupil discrete costs are not precisely identical across Level V and VI or between Level V Internal and External pupils. However, the per-pupil discrete costs are similar and do provide a means of costs comparison. The discrete costs available for comparison by Level V Internal, Level V External, and Level VI External are displayed in Figure 1, p. 17. It is important to note that while per-pupil costs for food services are available for Level V External and Level VI External programs, there are no identified discrete food services per-pupil costs for Level V Internal. The major portion of the food services program for MCPS pupils is financed through the Food Services Fund ($11,545,733 in FY 1981) which obtained its revenues from a mix of meal charges and dedicated non-MCPS funds. Since the Food Services Fund is self-sustaining, Level V Internal pupils are not charged any discrete costs. However, there is a relatively small subsidy to the provision of food services for MCPS which is financed through the category entitled Food Services ($788,614 for FY 1981). The expenditures made through Food Services are contained under general overhead. The categories of Health and Attendance and Maintenance and Operation of Plant are common expenditures classified by Level V External and Level VI External providers but were not available as discrete costs for Level V Internal pupils. Per-pupil costs for transportation were available as a discrete cost for Level VI External pupils but separately calculated and arrayed for Level V (Internal and External) pupils. The category of Residential Services was appropriate only for Level VI External pupils.

While Level V Internal discrete costs do not contain all expenditure categories of Level V External and Level VI External, the missing expenditure categories are subsumed under separate arrays entitled transportation, general education overhead, and special education overhead costs.

Figure 1

Discrete Costs for Levels V (Internal and External) and Level VI External

Discrete Costs	Level		
	V Internal	V External	VI External
Salaries	X	X	X
Instructional Materials/ Supplies/Textbooks	X	X	X
Travel	X	X	X
Equipment	X	X	X
Contracted Services	X		
Food Services		X	X
Health and Attendance		X	X
Maintenance and Operation of Plant		X	X
Transportation			X
Residential Services			X
Total	X	X	X

NOTE: X indicates cost data available.

Arrayed in Tables 1 through 21 are per-pupil discrete costs. Salaries contain costs for both administrative and instructional services including fixed charges. Instructional materials and supplies have been merged with textbooks, and the category of equipment contains costs for both additional and replacement equipment. Costs for maintenance and operation of plant have also been collapsed into a single category. Since all costs are calculated on a per-pupil basis, enrollment data by level and program are arrayed in Figure 2, p. 18.

Figure 2

Montgomery County Public School
Enrollment for Level V (Internal and External) and Level VI External by Program

Fiscal Years 1978 - 1982

Program	1978	1979	1980	1981	1982
Level V Internal					
Ortho-Im	91	91	90	85	83
Multi-Ha	109	115	100	106	103
Mod/Sev/Prof	371	392	388	372	369
SLD/ED	93	199	290	386	380
Emo Dist	42	46	39	39	38
Learn Dis	122	206	201	225	212
ED/SLD	271	289	338	404	431
Auditory	86	86	78	77	77
Vision	18	18	32	45	40
Level V External					
Ortho-Im	19	13	13	13	
Multi-Ha	9	25	52	60	
Mod/Sev/Prof	44	27	19	10	
Emo Dist	99	63	94	72	
Learn Dis	104	53	41	20	
Speech/Lang	42	32	36	20	
Level VI External					
Ortho-Im	5	2	5	4	
Multi-Ha	8	28	26	45	
Mod/Sev/Prof	45	41	49	39	
Emo Dist	134	136	116	96	
Learn Dis	25	13	12	7	
Speech/Lang	2	1			

Source: MCPS, "Special and Alternative Program Enrollments," printed copy from an unidentified document, December, 1981.

Subsection A. 1. Discrete Costs: Level V Internal

Arrayed in Tables 1 through 9 are per-pupil discrete costs for Level V Internal pupils by program for fiscal years 1978 through 1982. In order to obtain comparable data for all years of the study, it was necessary to prorate data for the fiscal years 1978 and 1979. The method of pro ration used for generating missing data was to determine the percentage of the category in question of total discrete costs for the years with actual data. These percentages were then multiplied by the total discrete expenditures for 1978 and 1979 fiscal years for determination of the missing categorical expenditures. For all other fiscal years, actual expenditure data obtained from various financial reports and documents were used to develop the comparable per-pupil discrete costs.

Table 1 Per-Pupil Discrete Costs for Level V
Internal: OI, FY 1978 - 1982

Total per-pupil discrete costs for the OI program rose from $5,429 for FY 1978 to $7,018 for FY 1982, a mean annual percentage increase of 7 percent. For the most recent year, FY 1982, costs for salaries comprised 96 percent of the total; instructional materials/supplies/textbooks 2 percent; travel 1 percent; and equipment 1 percent. The expenditures for contracted services were insufficient to generate a per-pupil cost.

Table 2 Per-Pupil Discrete Costs for Level V
Internal: MH, FY 1978 - 1982

Total per-pupil discrete costs for the MH program rose from $5,913 for FY 1978 to $8,816 for FY 1982, a mean annual percentage increase of 12 percent. For the most recent year, FY 1982, costs for salaries comprised 98 percent of the total; instructional materials/supplies/textbooks 2 percent; travel 0 percent; equipment 0 percent; and contracted services 0 percent.

Table 3 Per-Pupil Discrete Costs for Level V
Internal: MR, FY 1978 - 1982

Total per-pupil discrete costs for the MR program rose from $4,756 for FY 1978 to $6,839 to FY 1982, a mean annual percentage increase of 11 percent. For the most recent year, FY 1982, costs for salaries comprised 98 percent of the total; instructional materials/supplies/textbooks 2 percent; travel 0 percent; and equipment 0 percent. The expenditures for contracted services were insufficient to generate a per-pupil cost.

Table 4 Per-Pupil Discrete Costs for Level V
Internal: LD & ED, FY 1978 - 1982

Total per-pupil discrete costs for the LD & ED program rose from $5,369 for FY 1978 to $6,142 for FY 1982, a mean annual percentage increase of 4 percent. For the most recent, FY 1982, costs for salaries comprised 95 percent of the total; instructional materials/supplies/textbooks 4 percent; travel 0 percent; equipment 1 percent; and contracted services 0 percent.

Table 5 Per-Pupil Discrete Costs for Level V
Internal: ED, FY 1978 - 1982

Total per-pupil discrete costs for the ED program rose from $8,624 for FY 1978 to $11,272 for FY 1982, a mean annual percentage increase of 8 percent. For the most recent, FY 1982, costs for salaries comprised 98 percent of the total; instructional materials/supplies/textbooks 1 percent; travel 1 percent; and contracted services 0 percent. The expenditures for equipment were insufficient to generate a per-pupil cost.

Table 6 Per-Pupil Discrete Costs for Level V
Internal: LD, FY 1978 - 1982

Total per-pupil discrete costs for the LD program rose from $6,623 for FY 1978 to $7,793 for FY 1982, a mean annual percentage increase of 4 percent. For the most recent year, FY 1982, costs for salaries comprised 97 percent of the total; instructional materials/supplies/textbooks 2 percent; travel 0 percent; equipment 1 percent; and contracted services 0 percent.

Table 7 Per-Pupil Discrete Costs for Level V
Internal: ED & LD, FY 1978 - 1982

Total per-pupil discrete costs for the ED & LD program rose from $5,512 for FY 1978 to $6,581 for FY 1982, a mean annual percentage increase of 5 percent. For the most recent year, FY 1982, costs for salaries comprised 96 percent of the total; instructional materials/supplies/textbooks 3 percent; travel 0 percent; equipment 1 percent; and contracted services 0 percent.

Table 8 Per-Pupil Discrete Costs for Level V
Internal: HI, FY 1978 - 1982

Total per-pupil discrete costs for the HI program rose from $8,077 for FY 1978 to $10,487 for FY 1982, a mean annual percentage increase of 8 percent. For the most recent year, FY 1982, costs for salaries comprised 96 percent of the total; instructional materials/supplies/textbooks 2 percent; travel 1 percent; equipment 1 percent; and contracted services 0 percent.

Table 9 Per-Pupil Discrete Costs for Level V
Internal: VI, FY 1978 - 1982

Total per-pupil discrete costs for the VI program rose from $10,262 for FY 1978 to $12,230 for FY 1982, a mean annual percentage increase of 5 percent. For the most recent year, FY 1982, costs for salaries comprised 88 percent of the total; instructional materials/supplies/textbooks 3 percent; travel 2 percent; equipment 6 percent; and contracted services 1 percent.

TABLE 1

Per-Pupil Discrete Costs for Level V Internal: OI

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[1]	5329	5650	5939	6465	6777
Inst Mat/Sup/Txs	75	80	85	87	122
Travel[2]	4	4	4		59
Equipment[3]	21	22	24		60
Contracted Services					
Total	5429	5756	6052	6552	7018

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.

[2] Includes expenditures for both administrative and instructional travel.

[3] Includes expenditures for both additional and replacement equipment.

TABLE 2

Per-Pupil Discrete Costs for Level 7 Internal: MH[1]

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[2]	5780	6127	6441	7012	8601
Inst Mat/Sup/Txs	86	86	166	150	168
Travel[3]	22	22	22	32	29
Equipment[4]	24	29	4	12	7
Contracted Services	1	2	2	6	11
Total	5913	6266	6635	7212	8816

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Rock Terrace High School.
[2] Includes expenditures for administrative and instructional salaries including fixed charges.
[3] Includes expenditures for both administrative and instructional travel.
[4] Includes expenditures for both additional and replacement equipment.

TABLE 3

Per-Pupil Discrete Costs for Level V Internal: MR[1]

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[2]	4638	4916	5169	5626	6679
Inst Mat/Sup/Txs	84	84	122	121	116
Travel[3]	8	8	22	30	26
Equipment[4]	26	26	12	11	18
Contracted Services					
Total	4756	5034	5325	5788	6839

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Concord, Longview, and Stephen Knolls.
[2] Includes expenditures for administrative and instructional salaries including fixed charges.
[3] Includes expenditures for both administrative and instructional travel.
[4] Includes expenditures for both additional and replacement quipment.

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TABLE 4

Per-Pupil Discrete Costs for Level V Internal: LD & ED[1]

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[2]	4187	4437	4663	4697	5842
Inst Mat/Sup/Txs	831	412	233	198	228
Travel[3]	15	8	9	8	8
Equipment[4]	331	164	84	51	46
Contracted Services	5	2	3		18
Total	5369	5023	4992	4954	6142

- Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Secondary Learning Centers.

[2] Includes expenditures for administrative and instructional salaries including fixed charges.

[3] Includes expenditures for both administrative and instructional travel.

[4] Includes expenditures for both additional and replacement equipment.

TABLE 5

Per-Pupil Discrete Costs for Level V Internal: ED[1]

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[2]	8408	8914	9372	8736	11057
Inst Mat/Sup/Txs	71	68	103	113	119
Travel[3]	85	82	97	117	85
Equipment[4]	60	58	42	12	
Contracted Services					11
Total	8624	9122	9614	8978	11272

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

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[1] Bridge School.

[2] Includes expenditures for administrative and instructional salaries including fixed charges.

[3] Includes expenditures for both administrative and instructional travel.

[4] Includes expenditures for both additional and replacement equipment.

TABLE 6

Per-Pupil Discrete Costs for Level V Internal: LD[1]

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[2]	6179	6549	6882	6783	7565
Inst Mat/Sup/Txs	336	211	186	160	132
Travel[3]	19	12	28	28	31
Equipment[4]	79	50	64	44	62
Contracted Services	10	6	4	3	3
Total	6623	6828	7164	7018	7793

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Elementary Learning Centers.
[2] Includes expenditures for administrative and instructional salaries including fixed charges.
[3] Includes expenditures for both administrative and instructional travel.
[4] Includes expenditures for both additional and replacement equipment.

TABLE 7

Per-Pupil Discrete Costs for Level V Internal: ED & LD[1]

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[2]	5322	5640	5926	5933	6288
Inst Mat/Sup/Txs	104	104	120	204	201
Travel[3]	8	8	14	23	12
Equipment[4]	34	34	50	49	47
Contracted Services	44	43	42	35	33
Total	5512	5829	6152	6244	6581

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Mark Twain.

[2] Includes expenditures for administrative and instructional salaries including fixed charges.

[3] Includes expenditures for both administrative and instructional travel.

[4] Includes expenditures for both additional and replacement equipment.

TABLE 8

Per-Pupil Discrete Costs for Level V Internal: HI

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[1]	7938	8414	8842	8854	10094
Inst Mat/Sup/Txs	46	48	56	100	165
Travel[2]	23	25	29	69	92
Equipment[3]	70	75	87	59	109
Contracted Services					27
Total	8077	8562	9014	9082	10487

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

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[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

TABLE 9

Per-Pupil Discrete Costs for Level V Internal: VI

FY 1978 - 1982

Discrete Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Salaries[1]	8139	8627	9074	8253	10780
Inst Mat/Sup/Txs	633	671	398	237	379
Travel[2]	527	558	331	159	219
Equipment[3]	800	848	503	415	708
Contracted Services	163	173	102	70	144
Total	10262	10877	10408	9134	12230

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

Subsection A. 2. Discrete Costs: Level V External

Arrayed in Tables 10 through 15 are per-pupil discrete costs for Level V External pupils by program from fiscal year 1978 through 1981. Programs selected for cross-level comparisons have to be similar in regard to the clients served. Displayed in Figure 8, p. 98, are all programs for which costs have been obtained. MCPS budget codes are included for Level V Internal programs. (Please refer to the Glossary for a description of the budget codes.) It can be seen from an examination of Figure 8 that the following five programs can be used for cross-level comparisons: OI, MH, MR, ED, and LD. Available in Appendix E are tables which display the per-pupil costs by program and fiscal year within each of the three levels studies.

As mentioned previously, the expenditure categories are not identical across levels or even between Level V Internal and External programs. There are six expenditure categories identified for Level V Internal programs, while seven expenditure categories were identified for Level V External programs. However, several expenditure categories are comparable and provide a means of comparison. Please refer to Figure 1, p. 17, for identification of comparable expenditure categories.

Table 10 Per-Pupil Discrete Costs for Level V
External: OI, FY 1978 - 1981

Total per-pupil discrete costs for the OI program rose from $7,121 for FY 1978 to $8,575 for FY 1982, a mean annual percentage increase of 7 percent. For the most recent year, FY 1981, costs for salaries comprised 60 percent of the total; instructional materials/ supplies/textbooks 1 percent; travel 3 percent; food services 9 percent; health and attendance 9 percent; and maintenance and operation of plant 18 percent. The expenditures for equipment were insufficient to generate a per-pupil cost.

Table 11 Per-pupil Discrete Costs for Level V
External: MH, FY 1978 - 1981

Total per-pupil discrete costs for the MH program rose from $6,039 for FY 1978 to $8,297 for FY 1981, a mean annual percentage increase of 13 percent. For the most recent year, FY 1981, costs for salaries comprised 60 percent of the total; instructional materials/supplies/textbooks 1 percent; travel 3 percent; food services 9 percent; health and attendance 9 percent; and maintenance and operation of plant 18 percent. The expenditures for equipment were insufficient to generate a per-pupil cost.

Table 12 Per-pupil Discrete Costs for Level V External: MR, FY 1978 - 1981

Total per-pupil discrete costs for the MR program rose from $5,832 for FY 1978 to $7,288 for FY 1981, a mean annual percentage increase of 8 percent. For the most recent year, FY 1981, costs for salaries comprised 66 percent of the total; instructional materials/supplies/textbooks 0 percent; travel 3 percent; food services 10 percent; health and attendance 6 percent; and maintenance and operation of plant 15 percent. The expenditures for equipment were insufficient to generate a per-pupil cost.

Table 13 Per-pupil Discrete Costs for Level V External: ED, FY 1978 - 1981

Total per-pupil discrete costs for the ED program rose from $8,692 for FY 1978 to $10,966 for FY 1981, a mean annual percentage increase of 9 percent. For the most recent year, FY 1981, costs for salaries comprised 54 percent of the total; instructional materials/supplies/textbooks 2 percent; travel 3 percent; food services 9 percent; health and attendance 12 percent; and maintenance and operation of plant 20 percent. The expenditures for equipment were insufficient to generate a per-pupil cost.

Table 14 Per-Pupil Discrete Costs for Level V External: LD, FY 1978 - 1981

Total per-pupil discrete costs for the LD program rose from $6,117 for FY 1978 to $7,207 for FY 1981, a mean annual percentage increase of 6 percent. For the most recent year, FY 1981, costs for salaries comprised 60 percent of the total; instructional materials/supplies/textbooks 1 percent; travel 3 percent; food services 9 percent; health and attendance 9 percent; and maintenance and operation of plant 18 percent. The expenditures for equipment were insufficient to generate a per-pupil cost.

Table 15 Per-Pupil Discrete Costs for Level V External: SLI, FY 1978 - 1981

Total per-pupil discrete costs for the SLI program rose from $5,862 for FY 1978 to $8,115 for FY 1981, a mean annual percentage increase of 13 percent. For the most recent year, FY 1981, costs for salaries comprised 60 percent of the total; instructional materials/supplies/textbooks 1 percent; travel 3 percent; food services 9 percent; health and attendance 9 percent; and maintenance and operation of plant 18 percent. The expenditures for equipment were insufficient to generate a per-pupil cost.

TABLE 10

Per-Pupil Discrete Costs for Level V External: OI

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	4222	4340	5037	5085
Inst Mat/Sup/Txs	100	102	119	120
Travel[2]	221	227	263	266
Equipment[3]				
Food Services	669	688	798	806
Health & Attendance	641	659	764	772
Maintenance & Operation of Plant	1268	1303	1512	1526
Total	7121	7319	8493	8575

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result off zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

TABLE 11

Per-Pupil Discrete Costs for Level V External: MH

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	3581	4426	4504	4920
Inst Mat/Sup/Txs	84	104	106	116
Travel[2]	187	231	235	257
Equipment[3]				
Food Services	568	702	714	780
Health & Attendance	544	672	684	747
Maintenance & Operation of Plant	1075	1329	1352	1477
Total	6039	7464	7595	8297

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result off zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

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[1] Includes expenditures for administrative and instructional salaries including fixed charges.

[2] Includes expenditures for both administrative and instructional travel.

[3] Includes expenditures for both additional and replacement equipment.

TABLE 12

Per-Pupil Discrete Costs for Level V External: MR

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	3873	4133	4655	4840
Inst Mat/Sup/Txs	23	25	28	29
Travel[2]	169	180	203	211
Equipment[3]				
Food Services	566	604	680	707
Health & Attendance	332	355	400	415
Maintenance & Operation of Plant	869	928	1045	1086
Total	5832	6225	7011	7288

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result off zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.

[2] Includes expenditures for both administrative and instructional travel.

[3] Includes expenditures for both additional and replacement equipment.

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TABLE 13

Per-Pupil Discrete Costs for Level V External: ED

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	4607	5327	6320	5812
Inst Mat/Sup/Txs	191	221	262	241
Travel[2]	278	322	382	351
Equipment[3]				
Food Services	800	925	1097	1009
Health & Attendance	1043	1206	1431	1316
Maintenance & Operation of Plant	1773	2050	2432	2237
Total	8692	10051	11924	10966

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result off zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

TABLE 14

Per-Pupil Discrete Costs for Level V External: LD

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	3627	4123	4596	4274
Inst Mat/Sup/Txs	85	97	108	101
Travel[2]	190	215	240	223
Equipment[3]				
Food Services	575	653	728	677
Health & Attendance	551	626	697	649
Maintenance & Operation of Plant	1089	1237	1379	1283
Total	6117	6951	7748	7207

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result off zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.

[2] Includes expenditures for both administrative and instructional travel.

[3] Includes expenditures for both additional and replacement equipment.

TABLE 15

Per-Pupil Discrete Costs for Level V External: SLI

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	3476	3926	4299	4811
Inst Mat/Sup/Txs	82	93	102	114
Travel[2]	182	205	225	252
Equipment[3]				
Food Services	551	622	682	763
Health & Attendance	528	596	653	730
Maintenance & Operation of Plant	1043	1178	1291	1445
Total	5862	6620	7252	8115

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result off zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

Subsection A. 3. Discrete Costs: Level VI External

Arrayed in Tables 16 through 21 are per-pupil discrete costs for Level VI External pupils by program for fiscal years 1978 through 1981. The expenditure categories are not identical across levels or even between Level V Internal and External programs. There are six expenditure categories identified for Level V Internal programs, seven expenditure categories for Level V External programs, and nine expenditure categories identified for Level VI External programs. However, several expenditure categories are comparable and provide a means of comparison. Please refer to Figure 1, p. 17, for identification of comparable expenditure categories.

Table 16 Per-Pupil Discrete Costs for Level VI
External: OI, FY 1978 - 1981

Total per-pupil discrete costs for the OI program rose from $14,883 for FY 1978 to $18,767 for FY 1981, a mean annual percentage increase of 9 percent. For the most recent year, FY 1981, costs for salaries comprised 43 percent of the total; instructional materials/supplies/textbooks, 1 percent; health and attendance, 9 percent; food services, 9 percent; maintenance and operation of plant, 18 percent; transportation, 3 percent; and residential services, 17 percent. The expenditure for travel and equipment were insufficient to generate a per-pupil cost.

Table 17 Per-Pupil Discrete Costs for Level VI
External: MH, FY 1978 - 1981

Total per-pupil discrete costs for the MH program rose from $9,053 for FY 1978 to $14,422 for FY 1981, a mean annual percentage increase of 20 percent. For the most recent year, FY 1981, costs for salaries comprised 43 percent of the total; instructional materials/supplies/textbooks, 1 percent; food services, 9 percent; health and attendance, 9 percent; maintenance and operation of plant, 18 percent; transportation, 3 percent; and residential services, 17 percent. The expenditure for travel and equipment were insufficient to generate a per-pupil cost.

Table 18 Per-Pupil Discrete Costs for Level VI
External: MR, FY 1978 - 1981

Total per-pupil discrete costs for the MR program rose from $9,080 for FY 1978 to $14,042 for FY 1981, a mean annual percentage increase of 18 percent. For the most recent year, FY 1981, costs for salaries comprised 42 percent of the total; instructional materials/supplies/textbooks, 0 percent; travel, 0 percent; food services, 10 percent; health and attendance, 6 percent; maintenance and operation of plant, 15 percent; transportation, 3 percent; and residential services, 24 percent. The expenditure for equipment were insufficient to generate a per-pupil cost.

Table 19 Per-Pupil Discrete Costs for Level VI
External: ED, FY 1978 - 1981

Total per-pupil discrete costs for the ED program rose from $12,250 for FY 1978 to $21,166 for FY 1981, a mean annual percentage increase of 24 percent. For the most recent year, FY 1981, costs for salaries comprised 41 percent of the total; instructional materials/supplies/textbooks, 2 percent; food services, 9 percent; health and attendance, 12 percent; maintenance and operation of plant, 20 percent; transportation, 3 percent; and residential services, 13 percent. The expenditures for travel and equipment were insufficient to generate a per-pupil cost.

Table 20 Per-Pupil Discrete Costs for Level VI
External: LD, FY 1978 - 1981

Total per-pupil discrete costs for the LD program rose from $6,753 for FY 1978 to $12,372 for FY 1981, a mean annual percentage increase of 28 percent. For the most recent year, FY 1981, costs for salaries comprised 43 percent of the total; instructional materials/supplies/textbooks, 1 percent; food services, 9 percent; health and attendance 9 percent; maintenance and operation of plant, 18 percent; transportation 3 percent; and residential services, 17 percent. The expenditures for travel and equipment were insufficient to generate a per-pupil cost.

Table 21 Per-Pupil Discrete Costs for Level VI
External: SLI, FY 1978 - 1981

Total per-pupil discrete costs for the SLI program rose from $3,761 for FY 1978 to $8,276 for FY 1979, a mean annual percentage increase of 120 percent. For the most recent year in which pupils were placed, FY 1979, costs for salaries comprised 43 percent of the total; instructional materials/supplies/textbooks, 1 percent; food services, 9 percent; health and attendance, 9 percent; maintenance and operation of plant, 18 percent; transportation, 3 percent; and residential services, 17 percent. The expenditures for travel and equipment were insufficient to generate a per-pupil cost.

TABLE 16

Per-Pupil Discrete Costs for Level VI External: OI

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	6237	8234	6034	7864
Inst Mat/Supplies/Textbooks	208	275	202	263
Travel[2]				
Equipment[3]				
Food Services	1399	1847	1354	1764
Health & Attendance	1339	1768	1296	1689
Maintenance & Operation of Plant	2649	3498	2564	3340
Transportation	461	609	446	582
Residential Services	2590	3419	2506	3265
Total	14883	19650	14402	18767

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

TABLE 17

Per-Pupil Discrete Costs for Level VI External: MH

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	3793	5226	5832	6043
Inst Mat/Supplies/Textbooks	127	175	195	202
Travel[2]				
Equipment[3]				
Food Services	851	1172	1308	1356
Health & Attendance	815	1122	1253	1298
Maintenance & Operation of Plant	1611	2220	2478	2567
Transportation	281	387	432	447
Residential Services	1575	2170	2422	2509
Total	9053	12472	13920	14422

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

TABLE 18

Per-Pupil Discrete Costs for Level VI External: MR

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	3786	4086	4864	5857
Inst Mat/Supplies/Textbooks	36	39	47	56
Travel[2]	9	10	12	14
Equipment[3]				
Food Services	881	950	1131	1362
Health & Attendance	518	558	665	800
Maintenance & Operation of Plant	1353	1459	1738	2092
Transportation	254	274	326	393
Residential Services	2243	2419	2881	3468
Total	9080	9795	11664	14042

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.

[2] Includes expenditures for both administrative and instructional travel.

[3] Includes expenditures for both additional and replacement equipment.

TABLE 19

Per-Pupil Discrete Costs for Level VI External: ED

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	4900	6282	7174	8466
Inst Mat/Supplies/Textbooks	270	345	394	466
Travel[2]				
Equipment[3]				
Food Services	1127	1444	1650	1947
Health & Attendance	1470	1884	2152	2540
Maintenance & Operation of Plant	2499	3203	3659	4318
Transportation	392	502	574	677
Residential Services	1592	2041	2332	2752
Total	12250	15701	17935	21166

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for administrative and instructional salaries including fixed charges.

[2] Includes expenditures for both administrative and instructional travel.

[3] Includes expenditures for both additional and replacement equipment.

TABLE 20

Per-Pupil Discrete Costs for Level VI External: LD

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980	1981
Salaries[1]	2830	3591	3712	5184
Inst Mat/Supplies/Textbooks	94	120	124	173
Travel[2]				
Equipment[3]				
Food Services	635	806	832	1163
Health & Attendance	608	771	797	1113
Maintenance & Operation of Plant	1202	1526	1576	2202
Transportation	209	266	274	384
Residential Services	1175	1492	1541	2153
Total	6753	8572	8856	12372

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

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[1] Includes expenditures for administrative and instructional salaries including fixed charges.
[2] Includes expenditures for both administrative and instructional travel.
[3] Includes expenditures for both additional and replacement equipment.

TABLE 21

Per-Pupil Discrete Costs for Level VI External: SLI

FY 1978 - 1981

Discrete Costs	Fiscal Years			
	1978	1979	1980[1]	1981[1]
Salaries[2]	1576	3468		
Inst Mat/Supplies/Textbooks	53	116		
Travel[3]				
Equipment[4]				
Food Services	354	778		
Health & Attendance	338	745		
Maintenance & Operation of Plant	669	1473		
Transportation	117	256		
Residential Services	654	1440		
Total	3761	8276		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] No placements recorded.
[2] Includes expenditures for administrative and instructional salaries including fixed charges.
[3] Includes expenditures for both administrative and instructional travel.
[4] Includes expenditures for both additional and replacement equipment.

Section B Transportation Costs

As mentioned previously, transportation costs for Level VI External programs were included as an expenditure category of discrete costs. For Level V (Internal and External), transportation costs were obtained through analysis of financial documents, including the MORE Report, furnished by MCPS. Please refer to Chapter 1, Cost Models for Current and Historical Costs, pp. 3-7, for the method of assigning transportation costs to Level V pupils. However, while it was possible to determine a per-pupil transportation cost for pupils classified as receiving Level V special education services, it was not possible to determine precise per-pupil transportation costs by program. Included in Table 22 are the per-pupil transportation costs which are included in per-pupil aggregate costs for all Level V (Internal and External) programs. The per-pupil costs for Level V (Internal and External) programs increased a total of $90 from 1978 to 1981 ($186 from 1978 to 1982), or a mean annual percentage increase of 13 percent.

TABLE 22

Per-Pupil Transportation Costs:
Level V Internal and External

FY 1978 - 1982

Fiscal Years				
1978	1979	1980	1981	1982
228	226	259	318	414

Cost data are expressed in current dollars rounded to the nearest dollar.

Section C Overhead Costs

It was necessary to develop two sets of overhead costs figures. The first set, entitled special education overhead, are those costs, other than discrete and transportation expenditures, which benefit only those pupils who receive special education services. The special education overhead costs were obtained through analysis of financial documents furnished by MCPS. Please refer to Chapter 1, Cost Models for Current and Historical Costs, pp. 7-8, for method of calculation. The second set, entitled general education overhead, are overhead costs which are borne by all pupils, including those pupils receiving special education services. Please refer to Chapter 1, Cost Models for Current and Historical Costs, pp. 8-9, for method of calculation.

Arrayed in Table 23 are special education overhead costs for fiscal years 1978 through 1982. Prior to 1979, the components of special education overhead were scattered throughout numerous district program budgets and we were not able to identify all costs for this function in 1978 (as a report, the cost figure for 1978 of $45 per pupil is probably an underestimate). The reorganization of special education in 1979, along with parallel changes in program budgets, allowed us to accurately estimate the cost for this function from 1979 through 1982. Special education overhead costs climbed from $84 per pupil to $106 per pupil during this period, an average annual increase of 8.7 percent.

Arrayed in Table 24 are general education overhead costs for fiscal years 1978 through 1982. Throughout the five fiscal years, the per-pupil general education costs have increased. From fiscal years 1978 through 1982, the per-pupil overhead costs have increased from $696 to $1,060, a total per-pupil increase of $364, or a annual percentage increase of 13 percent.

TABLE 23

Per-Pupil Special Education Overhead Costs: Levels V and VI

FY 1978 - 1982

Fiscal Year				
1978	1979	1980	1981	1982
45	84	88	98	106

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 24

Per-Pupil General Education Overhead Costs: Levels V and VI

FY 1978 - 1982

Fiscal Years				
1978	1979	1980	1981	1982
696	737	858	974	1060

Cost data are expressed in current dollars rounded to the nearest dollar.

Section D Aggregate Costs

Aggregate per-pupil costs are the sums of discrete costs, transportation (excluding Level VI External), special education overhead, and general education overhead.

Subsection D. 1. Aggregate Costs: Level V Internal

Tables 25 through 33 contain the per-pupil aggregates of discrete costs, transportation, special education overhead, and general education overhead for the fiscal years 1978 - 1982.

Table 25 Per-Pupil Aggregate Costs: Level V Internal, OI, FY 1978 - 1982

The aggregate per-pupil costs for the OI program increased from 6,398 for fiscal year 1978 to $8,598 for 1982. The total per-pupil increase over the five-year period was $2,200, or a mean annual percentage increase of 8.6 percent.

Table 26 Per-Pupil Aggregate Costs: Level V Internal, MH, FY 1978 - 1982

The aggregate per-pupil costs for the MH program increased from $6,882 for fiscal year 1978 to $10,396 for 1982. The total per-pupil increase over the five-year period was $3,514, or a mean annual percentage increase of 13 percent.

Table 27 Per-Pupil Aggregate Costs: Level V Internal, MR, FY 1978 - 1982

The aggregate per-pupil costs for the MR program increased from $5,725 for fiscal year 1978 to $8,419 for 1982. The total per-pupil increase over the five-year period was $2,694, or a mean annual percentage increase of 11.8 percent.

Table 28 Per-Pupil Aggregate Costs: Level V Internal, LD & ED, FY 1978 - 1982

The aggregate per-pupil costs for the LD & ED program increased from $6,338 for fiscal year 1978 to $7,722 for 1982. The total per-pupil increase over the five-year period was $1,384, or a mean annual percentage increase of 5.5 percent.

Table 29 Per-Pupil Aggregate Costs: Level V
Internal, ED, FY 1978 - 1982

The aggregate per-pupil costs for the ED program increased from $9,593 for fiscal year 1978 to $12,852 for 1982. The total per-pupil increase over the five-year period was $3,259, or a mean annual percentage increase of 8.5 percent.

Table 30 Per-Pupil Aggregate Costs: Level V
Internal, LD, FY 1978 - 1982

The aggregate per-pupil costs for the LD program increased from $7,592 for fiscal year 1978 to $9,373 for 1982. The total per-pupil increase over the five-year period was $1,781, or a mean annual percentage increase of 5.9 percent.

Table 31 Per-Pupil Aggregate Costs: Level V
Internal, ED & LD, FY 1978 - 1982

The aggregate per-pupil costs for the ED & LD program increased from $6,481 for fiscal year 1978 to $8,161 for 1982. The total per-pupil increase over the five-year period was $1,680, or a mean annual percentage increase of 6.5 percent.

Table 32 Per-Pupil Aggregate Costs: Level V
Internal, HI, FY 1978 - 1982

The aggregate per-pupil costs for the HI program increased from $9,046 for fiscal year 1978 to $12,067 for 1982. The total per-pupil increase over the five-year period was $3,021, or a mean annual percentage increase of 8.3 percent.

Table 33 Per-Pupil Aggregate Costs: Level V
Internal, VI, FY 1978 - 1982

The aggregate per-pupil costs for the VI program increased from $11,231 for fiscal year 1978 to $13,810 for 1982. The total per-pupil increase over the five-year period was $2,579, or a mean annual percentage increase of 5.7 percent.

TABLE 25

Per-Pupil Aggregate Costs:
Level V Internal: OI

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	5429	5756	6052	6552	7018
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	6398	6803	7257	7942	8598

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 26

Per-Pupil Aggregate Costs: Level V Internal: MH[1]

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	5913	6266	6635	7212	8816
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total .	6882	7313	7840	8602	10396

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Rock Terrace High School.

TABLE 27

Per-Pupil Aggregate Costs:
Level V Internal: MR[1]

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	4756	5034	5325	5788	6839
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	5725	6081	6530	7178	8419

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Concord, Longview, and Stephen Knolls.

TABLE 28

Per-Pupil Aggregate Costs: Level V Internal: LD & ED[1]

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	5369	5023	4992	4954	6142
Trans	222	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	6338	6070	6197	6344	7722

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Secondary Learning Centers.

TABLE 29

Per-Pupil Aggregate Costs:
Level V Internal: ED[1]

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	8624	9122	9614	8978	11272
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	9593	10169	10819	10368	12852

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Bridge School.

TABLE 30

Per-Pupil Aggregate Costs:
Level V Internal: LD[1]

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	6623	6828	7164	7018	7793
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	7592	7875	8369	8408	9373

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Elementary Learning Centers.

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TABLE 31

Per-Pupil Aggregate Costs: Level V Internal: ED & LD[1]

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	5512	5829	6152	6244	6581
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	6481	6876	7357	7634	8161

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Mark Twain.

TABLE 32

Per-Pupil Aggregate Costs:
Level V Internal: HI

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	8077	8562	9014	9082	10487
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	9046	9609	10219	10472	12067

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 33

Per-Pupil Aggregate Costs:
Level V Internal: VI

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	10262	10877	10408	9134	12230
Trans	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	11231	11924	11613	10524	13810

Cost data are expressed in current dollars rounded to the nearest dollar.

Subsection D. 2. Aggregate Costs: Level V External

Tables 34 through 39 contain the per-pupil aggregates of discrete costs, transportation, special education overhead, and general education overhead for fiscal years, 1978 - 1981.

Table 34 Per-Pupil Aggregate Costs: Level V
External OI, FY 1978 - 1981

The aggregate per-pupil costs for the OI program increased from $8,090 for fiscal year 1978 to $9,965 for 1981. The total per-pupil increase over the four-year period was $1,875 or a mean annual percentage increase of 7.7 percent.

Table 35 Per-Pupil Aggregate Costs: Level V
External, MH, FY 1978 - 1981

The aggregate per-pupil costs for the MH program increased from $7,008 for fiscal year 1978 to $9,687 for 1981. The total per-pupil increase over the four-year period was $2,679, or a mean annual percentage increase of 12.7 percent.

Table 36 Per-Pupil Aggregate Costs: Level V
External, MR, FY 1978 - 1981

The aggregate per-pupil costs for the MR program increased from $6,801 for fiscal year 1978 to $8,678 for 1981. The total per-pupil increase over the four-year period was $1,877, or a mean annual percentage increase of 9.2 percent.

Table 37 Per-Pupil Aggregate Costs: Level V
External, ED, FY 1978 - 1981

The aggregate per-pupil costs for the ED program increased from $9,661 for fiscal year 1978 to $12,356 for 1981. The total per-pupil increase over the four-year period was $2,695 or a mean annual percentage increase of 9.3 percent.

Table 38 Per-Pupil Aggregate Costs: Level V
External, LD, FY 1978 - 1981

The aggregate per-pupil costs for the LD program increased from $7,086 for fiscal year 1978 to $8,597 for 1981. The total per-pupil increase over the four-year period was $1,511, or a mean annual percentage increase of 7.1 percent.

Table 39 Per-Pupil Aggregate Costs: Level V
External, SLI, FY 1978 - 1981

The aggregate per-pupil costs for the SLI program increased from $6,831 for fiscal year 1978 to $9,505 for 1981. The total per-pupil increase over the four-year period was $2,674, or a mean annual percentage increase of 13 percent.

TABLE 34

Per-Pupil Aggregate Costs:
Level V External: OI

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	7121	7319	8493	8575
Trans	228	226	259	318
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	8090	8366	9698	9965

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 35

Per-Pupil Aggregate Costs:
Level V External: MH

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	6039	7464	7595	8297
Trans	228	226	259	318
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	7008	8511	8800	9687

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 36

Per-Pupil Aggregate Costs:
Level V External: MR

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	5832	6225	7011	7288
Trans	228	226	259	318
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	6801	7272	8216	8678

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 37

Per-Pupil Aggregate Costs:
Level V External: ED

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	8692	10051	11924	10966
Trans	228	226	259	318
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	9661	11098	13129	12356

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 38

Per-Pupil Aggregate Costs:
Level V External: LD

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	6117	6951	7748	7207
Transportation	228	226	259	318
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	7086	7998	8953	8597

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 39

Per-Pupil Aggregate Costs: Level V External: SLI

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	5862	6620	7252	8115
Trans	228	226	259	318
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	6831	7667	8457	9505

Cost data are expressed in current dollars rounded to the nearest dollar.

Subsection D. 3. Aggregate Costs: Level VI External

Tables 40 through 45 contain the per-pupil aggregates of discrete costs (including transportation), special education overhead, and general education overhead for fiscal years 1978 - 1981

Table 40 Per-Pupil Aggregate Costs: Level VI
External, OI, FY 1978 - 1981

The aggregate per-pupil costs for the OI program increased from $15,624 for fiscal year 1978 to $19,839 for 1981. The total per-pupil increase over the four-year period was $4,215, or a mean annual percentage increase of 9 percent.

Table 41 Per-Pupil Aggregate Costs: Level VI
External, MH, FY 1978 - 1981

The aggregate per-pupil costs for the MH program increased from $9,794 for fiscal year 1978 to $15,494 for 1981. The total per-pupil increase over the four-year period was $5,700, or a mean annual percentage increase of 19.4 percent.

Table 42 Per-Pupil Aggregate Costs: Level VI
External, MR, FY 1978 - 1981

The aggregate per-pupil costs for the MR program increased from $9,821 for fiscal year 1978 to $15,114 for 1981. The total per-pupil increase over the four-year period was $5,293, or a mean annual percentage increase of 18 percent.

Table 43 Per-Pupil Aggregate Costs: Level VI
External, ED, FY 1978 - 1981

The aggregate per-pupil costs for the ED program increased from $12,991 for fiscal year 1978 to $22,238 for 1981. The total per-pupil increase over the four-year period was $9,247, or a mean annual percentage increase of 23.9 percent.

Table 44 Per-Pupil Aggregate Costs: Level VI
External, LD, FY 1978 - 1981

The aggregate per-pupil costs for the LD program increased from $7,494 for fiscal year 1978 to $13,444 for 1981. The total per-pupil increase over the four-year period was $5,950, or a mean annual percentage increase of 26.5 percent.

Table 45 Per-Pupil Aggregate Costs: Level VI
External, SLI, FY 1978 - 1981

The aggregate per-pupil costs for the SLI program increased from $4,502 for fiscal year 1978 to $9,097 for 1979. (There were no pupils placed in 1980 or 1981.) The total per-pupil increase over the two-year period was $4,595, or a mean annual percentage increase of 102 percent.

TABLE 40

Per-Pupil Aggregate Costs:
Level VI External: OI

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	14883	19650	14402	18767
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	15624	20471	15348	19834

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 41

Per-Pupil Aggregate Costs:
Level VI External: MH

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	9053	12472	13920	14422
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	9794	13293	14866	15494

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 42

Per-Pupil Aggregate Costs:
Level VI External: MR

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	9080	9795	11664	14042
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	9821	10616	12610	15114

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 43

Per-Pupil Aggregate Costs: Level VI External: ED

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	12250	15701	17935	21166
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	12991	16522	18881	22238

Cost data are expressed in current dollars rounded to the nearest dollar.

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TABLE 44

Per-Pupil Aggregate Costs:
Level VI External: LD

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	6753	8572	8856	12372
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	7494	9393	9802	13444

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 45

Per-Pupil Aggregate Costs:
Level VI External: SLI

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980[1]	1981[1]
Discrete	3761	8276		
Sp Ovhd	45	84		
Gen Ovhd	696	737		
Total	4502	9097		

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] No placements recorded.

Subsection D. 4. Aggregate Costs: Year Summaries

Displayed in Tables 46 through 48 are aggregate mean per-pupil costs from fiscal years 1978 - 1982[1] for the three levels (i.e., Level V Internal, Level V External, and Level VI External). Please refer to Figure 2, p. 18, for enrollment data by level and program for the years of the study.

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[1] FY 1978 - 1982 for Level V Internal and FY 1978 - 1981 for Levels V and VI External. The method of calculating aggregate mean per-pupil costs is as follows: The expenditures for all programs by level and cost classifications are aggregated and divided by the total number of pupils enrolled in each of the three levels, respectively. As noted previously, population figures were used by necessity in lieu of enrollment data for transportation.

TABLE 46

Level V Internal Mean Aggregate Per-Pupil Costs

FY 1978 - 1982

Costs	Fiscal Years				
	1978	1979	1980	1981	1982
Discrete	5774	6006	6230	6296	7085
Transportation	228	226	259	318	414
Sp Ovhd	45	84	88	98	106
Gen Ovhd	696	737	858	974	1060
Total	6743	7053	7435	7686	8665

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 47

Level V External Mean Aggregate Per-Pupil Costs

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	6906	7809	9169	9119
Transportation	228	226	259	318
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	7875	8856	10374	10509

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 48

Level VI External Mean Aggregate Per-Pupil Costs

FY 1978 - 1981

Costs	Fiscal Years			
	1978	1979	1980	1981
Discrete	10837	13779	15347	17750
Sp Ovhd	45	84	88	98
Gen Ovhd	696	737	858	974
Total	11578	14600	16293	18822

Cost data are expressed in current dollars rounded to the nearest dollar.

Chapter III

PRESENTATION OF PROJECTED COSTS

Two methods of projecting costs for the levels and programs are presented in this chapter. Additionally, a set of programs are included for use by MCPS budget planners.

The projection of per-pupil costs is a difficult and somewhat uncertain venture. The further into the future that projections of costs are made, the more uncertain become the projected costs. There are numerous factors and circumstances that influence increases or decreases in per-pupil costs, including the number of pupils served; local, state, and national financial/economical conditions; local, state, and national policies; rules and regulations; and relative levels of inflation. Nevertheless, it is recognized that it is necessary to project per-pupil costs in order to properly engage in planning and policymaking. Two methods of projecting costs for the levels and programs are presented below.

Method Number 1:

A popular method used to project costs is to adjust current costs per pupil to real dollars through use of an inflation index. In essence, this method requires that actual per-pupil costs be adjusted for inflation so that trends in per-pupil costs can be ascertained. Costs per pupil in real dollars are then projected for a number of years and readjusted to current dollars by reapplication of the inflation index. This method, through use of the Consumer Price Index arrayed in Figure 3, was one of two techniques used to project per-pupil costs for this study. Arrayed by level and program in Tables 49 through 51 are current and real costs per pupil from fiscal years 1978 - 1981.[1]

Displayed by level and program in Tables 52 through 54 are projected current and real costs per pupil for fiscal years 1982 to 1988.

Method Number 2:

A more complex method is to determine the ratio of previous per-pupil cost increases in relation to a standard measure of economic activity. If the measure of economic activity can be reasonably forecast, this technique can be quite accurate. This method also was used to project per-pupil costs for this study. Specifically, the ratio of average per-pupil cost increases for each program for Levels V (Internal and External) and Level VI External were made in relation to the average increase in the Consumer Price Index displayed in Figure 3 for the years of the study. Displayed in Figure 4 are the average per-pupil cost increases for the programs by Levels V (Internal and External) and Level VI External.

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[1] FY 1978 - 1982 for Level V Internal programs.

When ratios are calculated for the average increases in per-pupil costs for each of the programs by Levels V (Internal and External) and Level VI External in relation to the average consumer price index and then multiplied by the projected consumer price indices, a set of multipliers are generated. The multipliers are then used to project per-pupil costs for the desired years. Contained in Figures 5 through 7 are the multipliers derived through use of the above method. Displayed in Tables 55 through 57 are the projected costs by programs for Level V (Internal and External) and Level VI External from 1982[2] through 1988.

Additionally, a technique is used often by budget planners to determine costs of certain programs on a year-to-year basis. Through the use of program costs differentials for the desired programs, which have been developed over a period of years, the budget planner has merely to project the mean per-pupil costs for the entire system. The projected mean system-wide costs per pupil are then multiplied by a set of program cost differentials.

Such a set of cost differentials was developed for this study and are arrayed in Table 58. This technique can be illustrated by assuming that projected FY 1985 per-pupil costs for MCPS is $4,000 and that the projected per-pupil cost for the Level VI External ED program is desired. The cost differential for Level VI External program is 6.99 which when multiplied by $4,000 yields a projected FY 1985 cost per pupil for the Level VI External ED program of $27,960.

The latter technique has proven quite reliable and affords the user the advantages of simple application and ease of adjustment. Projected Level V and VI program costs can be made by MCPS when system-wide projected costs have been determined.

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[2] FY 1983 - 1988 for Level V Internal programs.

Figure 3

Actual Consumer Price Index
from 1978 to 1982

Projected Consumer Price Index
1983 to 1988

Actual CPI Fiscal Years					Projected CPI Fiscal Years					
1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
7.3	11.2	13.1	9.9	7.1	6.2	5.0	7.0	7.0	7.0	7.0
mean CPI (1979 - 1982) = 10.3										

Actual Consumer Price Indices obtained from: Federal Reserve Bulletin, Federal Reserve Bank of St. Louis, November Issue, 1978-1982.

Projected Consumer Price Indices for 1983 and 1984 obtained from: Economic Outlook USA, Survey Research Center, Institute for Social Research, University of Michigan, Autumn, 1982, p. 92.

Projected Consumer Price Indices for 1985-1988 determined by calculating the mean of the Consumer Price Indices for fiscal years 1981-1984.

Figure 4

Average Annual Per-Pupil Percentage Increase in Costs by Level and Program

FY 1978 - 1982[1]

Program	Level Level V (Internal) (1978-1982)	Level V (External) (1978-1981)	Level VI (External) (1978-1981)
OI	8	8	9
MH	12	12	19
MR	11	9	17
LD & ED	5		
ED	8	12	
LD	6	7	25
ED & LD	6		
HI	8		
VI	6		
SLI		13	

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[1] 1978-82 for Level V Internal, 1978-1981 for Level V External and Level VI External

Figure 5

Multipliers Used to Project Per-Pupil Costs by Program for Level V Internal

FY 1983 - 1988

Program	Multipliers Fiscal Years					
	1983	1984	1985	1986	1987	1988
OI	4.8	3.9	5.5	5.5	5.5	5.5
MH	7.2	5.8	8.2	8.2	8.2	8.2
MR	6.6	5.4	7.5	7.5	7.5	7.5
LD & ED	3.0	2.4	3.4	3.4	3.4	3.4
ED	4.8	3.9	5.5	5.5	5.5	5.5
LD	3.6	2.9	4.1	4.1	4.1	4.1
ED & LD	3.6	2.9	4.1	4.1	4.1	4.1
HI	4.8	3.9	5.5	5.5	5.5	5.5
VI	3.6	2.9	4.1	4.1	4.1	4.1

Figure 6

Multipliers Used to Project Per-Pupil Costs by Program for Level V External

FY 1982 - 1988

Program	Multipliers Fiscal Years 1982	1983	1984	1985	1986	1987	1988
OI	5.5	4.8	3.9	5.5	5.5	5.5	5.5
MH	8.3	7.2	5.8	8.2	8.2	8.2	8.2
MR	6.2	5.4	4.4	6.1	6.1	6.1	6.1
ED	6.2	5.4	4.4	6.1	6.1	6.1	6.1
LD	4.8	4.2	3.4	4.8	4.8	4.8	4.8
SLI	9.0	7.8	6.3	8.8	8.8	8.8	8.8

Figure 7

Multipliers Used to Project Per-Pupil Costs by Program for Level VI External

FY 1982 - 1988

Program	Multipliers Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	6.2	5.4	4.4	6.1	6.1	6.1	6.1
MH	13.1	11.4	9.2	12.9	12.9	12.9	12.9
MR	11.7	10.2	8.2	11.6	11.6	11.6	11.6
ED	15.8	13.8	11.2	15.6	15.6	15.6	15.6
LD	17.2	15.1	12.2	17.0	17.0	17.0	17.0
SLI							

TABLE 49

Current and Real Costs Per Pupil for Level V Internal Programs
FY 1978 - 1982

Current Dollars

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI	6398	6803	7257	7942	8598
MH	6882	7313	7840	8602	10396
MR	5725	6081	6530	7178	8419
LD & ED	6338	6070	6197	6344	7722
ED	9593	10169	10819	10368	12852
LD	7592	7875	8369	8408	9373
ED & LD	6481	6876	7357	7634	8161
HI	9046	9609	10219	10472	12067
VI	11231	11924	11613	10524	13810
Mean	6743	7053	7435	7686	8665

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI	6398	6118	5838	5918	6085
MH	6882	6576	6307	6410	7357
MR	5725	5469	5253	5349	5958
LD & ED	6338	5459	4986	4727	5465
ED	9593	9145	8704	7726	9096
LD	7592	7082	6733	6265	6633
ED & LD	6481	6183	5919	5689	5776
HI	9046	8641	8221	7803	8540
VI	11231	10723	9343	7842	9774
Mean	6743	6343	5981	5727	6132

TABLE 50

Current and Real Costs Per Pupil for Level V External Programs

FY 1978 - 1981

Current Dollars

Program	Fiscal Years 1978	1979	1980	1981
OI	8090	8366	9698	9965
MH	7008	8511	8800	9687
MR	6801	7272	8216	8678
ED	9661	11098	13129	12356
LD	7086	7998	8953	8597
SLI	6831	7667	8457	9505
Mean	7875	8856	10374	10509

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years 1978	1979	1980	1981
OI	8090	7523	7802	7425
MH	7008	7654	7080	7218
MR	6801	6540	6610	6466
ED	9661	9980	10562	9207
LD	7086	7192	7203	6406
SLI	6831	6895	6804	7083
Mean	7875	7964	8346	7831

TABLE 51

Current and Real Costs Per Pupil for Level VI External Programs

FY 1978 - 1981

Current Dollars

Program	Fiscal Years			
	1978	1979	1980	1981
OI	15624	20471	15348	19839
MH	9794	13293	14866	15494
MR	9821	10616	12610	15114
ED	12991	16522	18881	22238
LD	7494	9393	9802	13444
SLI[1]	4502	9097		
Mean	11578	14600	16293	18822

[1] No placements recorded in 1980 and 1981.

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years			
	1978	1979	1980	1981
OI	15624	18409	12348	14783
MH	9794	11954	11960	11545
MR	9821	9547	10145	11262
ED	12991	14858	15190	16571
LD	7494	8447	7886	10018
SLI	4502	8181		
Mean	11578	13129	13108	14025

TABLE 52

Projected Current and Real Costs Per Pupil for Level V Internal Programs

FY 1982 - 1988

Current Dollars

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	8598	8859	9040	9332	9615	9890	10155
MH	10396	11026	11581	12309	13052	13819	14606
MR	8419	8877	9362	9889	10426	10974	11530
LD & ED	7722	7738	7680	7912	7729	7731	7722
ED	12852	13229	13486	13907	14314	14708	15086
LD	9373	9431	9400	9477	9537	9581	9608
ED & LD	8161	8256	8270	8382	8478	8560	8630
HI	12067	12406	12635	13017	13385	13938	14077
VI	13810	13882	13823	13923	13996	14045	14070
Mean	8665	8819	8891	9066	9227	9374	9509

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	6085	6006	5928	585[illegible]	5775	5700	5626
MH	7357	7475	7594	7716	7839	7965	8092
MR	5958	6018	6139	6200	6262	6325	6388
LD & ED	5465	5246	5036	4835	4642	4456	4278
ED	9096	8969	8843	8719	8597	8477	8358
LD	6633	6394	6164	5942	5728	5522	5323
ED & LD	5776	5597	5423	5255	5092	4934	4781
HI	8540	8411	8285	8161	8039	7918	7799
VI	9774	9412	9064	8729	8406	8095	7795
Mean	6132	5979	5830	5684	5542	5403	5268

TABLE 53

Projected Current and Real Costs Per-Pupil for Level V External Programs

FY 1982 - 1988

Current Dollars

Program	Fiscal Years 1982	1983	1984	1985	1986	1987	1988
OI	10176	10304	10333	10484	10616	10731	10828
MH	10301	10860	11341	11980	12631	13294	13969
MR	8981	9216	9367	9631	9882	10122	10352
ED	12802	13150	13377	13768	14143	14501	14844
LD	8735	8800	8779	8860	8926	8975	9011
SLI	10128	10700	11195	11849	12517	13202	13899
Mean	11043	11504	11869	12388	12905	13420	13935

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years 1982	1983	1984	1985	1986	1987	1988
OI	7202	6986	6776	6573	6376	6185	5999
MH	7290	7363	7437	7511	7586	7662	7739
MR	6356	6248	6142	6038	5935	5834	5735
ED	9060	8915	8772	8632	8494	8358	8224
LD	6182	5966	5757	5555	5361	5173	4992
SLI	7168	7254	7341	7429	7518	7609	7700
Mean	7815	7799	7783	7767	7751	7735	7720

TABLE 54

Projected Current and Real Costs Per Pupil for Level VI External Programs

FY 1982 - 1988

Current Dollars

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	20491	20983	21283	21837	22363	22860	23331
MH	17145	18811	20440	22467	24650	26997	29519
MR	16597	18070	19486	21258	23145	25154	27295
ED	25101	28088	31131	34905	39061	43634	48663
LD	15345	17364	19461	22062	24965	28201	31802
SLI							
Mean	20966	23156	25330	28029	30956	34129	37564

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	14502	14226	13956	13691	13431	13176	12926
MH	12134	12753	13403	14086	14805	15560	16354
MR	11746	12251	12778	13328	13901	14498	15122
ED	17764	19043	20414	21884	23460	25149	26960
LD	10860	11772	12761	13832	14994	16254	17619
SLI							
Mean	14838	15699	16610	17573	18592	19671	20811

TABLE 55

Projected Aggregate Per-Pupil Level V Internal Costs by Program

FY 1983 - 1988

Program	Fiscal Years					
	1983	1984	1985	1986	1987	1988
OI	9011	9362	9877	10420	10993	11598
MH	11145	11791	12758	13804	14936	16161
MR	8975	9459	10168	10931	11751	12632
LD & ED	7954	8145	8422	8708	9004	9311
ED	13469	13994	14763	15576	16432	17336
LD	9710	9992	10402	10828	11292	11734
ED & LD	8455	8700	9056	9428	9815	10217
HI	12646	13139	13862	14624	15428	16277
VI	14307	14722	15326	15954	16608	17289

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 56

Projected Aggregate Per-Pupil Level V External Costs by Program

FY 1982 - 1988

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	10513	11018	11448	12078	12742	13443	14182
MH	10491	11246	11899	12875	13930	15073	16309
MR	9216	9714	10141	10760	11416	12112	12851
ED	13122	13831	14439	15320	16254	17246	18298
LD	9010	9388	9707	10172	10661	11173	11709
SLI	10360	11169	11872	12917	14053	15290	16636

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE 57

Projected Aggregate Per-Pupil Level VI External Costs by Program

FY 1982 - 1988

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	21069	22207	23184	24598	26098	27690	29380
MH	17523	19521	21317	24067	27172	30677	34634
MR	16882	18604	20130	22465	25071	27979	31225
ED	25751	29305	32588	37672	43549	50342	58195
LD	15756	18136	20348	23807	27854	32590	38130
SLI							

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

TABLE 58

Cost Differentials for Level V and VI Programs

FY 1978 - 1981

Program	Level V (Internal)	Program	Level V (External)	Level VI (External)
OI	2.94	OI	3.68	7.05
MH	3.15	MH	3.18	4.83
MR	2.66	MR	3.18	4.83
LD & ED	2.61			
ED	4.14	ED	4.65	6.99
LD	3.31	LD	3.34	4.06
ED & LD	2.93			
HI	3.99			
VI	4.56			
		SLI	3.31	2.81
Mean	2.99	Mean	3.82	6.09

Chapter IV

COST COMPARISONS AND FINDINGS

> This chapter provides a comparison of aggregate per-pupil costs between Level V Internal and Level V External programs. Five programs were identified for discrete costs comparison: OI, MH, MR, ED, and LD.

This chapter provides cross-level comparisons and related findings between Level V Internal and Level V External programs for certain expenditure categories. Since comparable per-pupil costs for Level VI Internal program (e.g., RICA or comparable public facility) were unavailable, it was not possible to make cross-level comparisons between Level VI Internal and Level VI External programs. However, for the convenience of the reader, similar expenditure categories displayed for Level V programs have been included in the data arrays for Level VI External programs.

As mentioned earlier in Chapter II, Level V Internal programs which were available for cost comparison were Orthopedic Impaired (OI); Multiple Handicapped (MH)[1]; Mental Retardation (MR)[2]; Learning Disabled and Emotionally Disturbed (LD & ED)[3]; Emotionally Disturbed (ED)[4]; Learning Disabled (LD)[5]; Emotionally Disturbed and Learning Disabled (ED & LD)[6]; Hearing Impaired (HI); Visually Impaired (VI); and Speech and Language Impaired (SLI). Level V External and Level VI External programs utilized by MCPS were Orthopedic Impaired (OI); Multiple Handicapped (MH); Mental Retardation (MR); Emotionally Disturbed (ED); Learning Disabled (LD); and Speech and Language Impaired (SLI). Within programs containing more than one handicapping condition (e.g., LD & ED), the primary handicapping condition is listed first.

In addition, programs selected for cross-level comparisons have to be similar in regard to the clients served. Displayed in Figure 8, p. 98, are all programs for which costs have been obtained. MCPS budget codes are included for Level V Internal programs. (Please refer to the Glossary for a description of the budget codes.) It can be seen from an examination of Figure 8 that the following five programs can be used for cross-level comparisons: OI, MH, MR, ED, and LD. Available in Appendix E are tables which display the per-pupil costs by program and fiscal year within each of the three levels studied.

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[1] Rock Terrace High School
[2] Concord, Longview, and Stephen Knolls
[3] Secondary Learning Centers
[4] Bridge School
[5] Elementary Learning Centers
[6] Mark Twain

In summary, discrete cost expenditure categories which are available for comparison across Level V Internal program are salaries; instructional materials/supplies/textbooks; travel, and equipment. Throughout this chapter, mean per-pupil costs for discrete cost expenditure categories and aggregate costs are presented. The method of calculating mean per-pupil costs is as follows: Each expenditure category was totalled by level and program and divided by the total enrolled within each program and level, respectively. As noted previously, population figures were used by necessity in lieu of enrollment data for transportation (included in aggregates). This chapter provides a comparison of aggregate per-pupil costs between Level V Internal and Level V External programs. Finally, the following five programs were identified for discrete costs comparisons: OI, MH, MR, ED, and LD.

Figure 8

Level V (Internal and External) and
Level VI (External) Programs Identified
for Cost Comparison and Analysis

Program	Levels		
	Level V (Internal)	Level V (External)	Level VI (External)
Orthopedic Impaired (OI)	X (code 535)	X	X
Multiple Handicapped (MH)	X (code 543)	X	X
Mental Retardation (MR)	X (code 542)	X	X
Learning Disabled and Emotionally Disturbed (LD &ED)	X (code 544)		
Emotionally Disturbed (ED)	X (code 545)	X	X
Learning Disabled (LD)	X (code 546)	X	X
Emotionally Disturbed and Learning Disabled (ED & LD)	X (code 547)		
Hearing Impaired (HI)	X (code 532)		
Visually Impaired (VI)	X (code 534)		
Speech and Language Impaired (SLI)			

NOTE: X indicates cost data available.

Section A Comparison of Discrete Costs: Salaries Between Level V Internal and Level V External Programs

Arrayed in Tables 59 through 63 and mean salaries by Level V Internal and Level V External programs for fiscal years 1978-1981.

Table 59 Per-Pupil Discrete Costs: Salaries,
OI, FY 1978 - 1981

Per-pupil salary costs were consistently greater for the Level V Internal OI program. The largest variance in salaries between the programs was $1,380 in fiscal year 1981. The mean annual percentage increases in salary costs for both the Level V Internal and External OI programs were 7 percent.

Table 60 Per-Pupil Discrete Costs: Salaries,
MH, FY 1978 - 1981

Per-pupil salary costs were consistently greater for the Level V Internal MH program. The largest variance in salaries between the programs was $2,199 in fiscal year 1978. There was a $2,092 difference for the most recent year. However, the mean annual percentage increase in salary costs for the Level V Internal MH program was 7 percent, while the mean annual percentage increase for the Level V External MH program was 13 percent.

Table 61 Per-Pupil Discrete Costs: Salaries,
MR, FY 1978 - 1981

Per-pupil salary costs were consistently greater for the Level V Internal MR program. The largest variance in per-pupil costs between the programs was $786 in fiscal year 1981. However, the mean annual percentage increase in salary costs for the Level V External MR program was 8 percent, while the mean annual percentage increase for the Level V Internal MR program was 7 percent.

Table 62 Per-Pupil Discrete Costs: Salaries,
ED, FY 1978 -1981

Per-pupil salary costs were consistently greater for the Level V Internal ED program. The largest variance in salaries between the programs was $3,801 in fiscal year 1978. There was a $2,924 difference for the most recent year. However, the mean annual percentage increase in salary costs for the Level V Internal ED program was 1 percent, while the mean annual percentage increase for the Level V External ED program was 9 percent.

Table 63 Per-Pupil Discrete Costs: Salaries,
LD, FY 1978 - 1981

Per-pupil salary costs were consistently greater for the Level V Internal LD program. The largest variance in salaries between the programs was $2,552 in fiscal year 1978. There was a $2,509 difference for the most recent year. However, the mean annual percentage increase for salary costs for the Level V Internal LD program was 3 percent, while the mean annual percentage increase for the Level V External LD program was 6 percent.

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TABLE 59

Per-Pupil Discrete Costs: Salaries[1]

FY 1978 - 1982[2]

Program: OI	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal	5329	5650	5939	6465	6777
Level V External	4222	4340	5037	5085	
Level VI External	6237	8234	6034	7864	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Salaries include expenditures for administration and instruction including fixed charges.

[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

TABLE 60

Per-Pupil Discrete Costs: Salaries[1]

FY 1978 - 1982[2]

Program: MH	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[3]	5780	6127	6441	7012	8601
Level V External	3581	4426	4504	4920	
Level VI External	3793	5226	5832	6043	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Salaries include expenditures for administration and instruction including fixed charges.

[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[3] Rock Terrace High School.

TABLE 61

Per-Pupil Discrete Costs: Salaries[1]

FY 1978 - 1982[2]

Program: MR[3]	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[4]	4638	4916	5169	5626	6679
Level V External	3873	4133	4655	4840	
Level VI External	3786	4086	4864	5857	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Salaries include expenditures for administration and instruction including fixed charges.

[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[3] Moderate, Severe, and Profound Mental Retardation handicapping conditions included.

[4] Concord, Longview, and Stephen Knolls.

TABLE 62

Per-Pupil Discrete Costs: Salaries[1]

FY 1978 - 1982[2]

Program: ED	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[3]	8408	8914	9372	8736	11057
Level V External	4607	5327	6320	5812	
Level VI External	4900	6282	7174	8466	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Salaries include expenditures for administration and instruction including fixed charges.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[3] Bridge School.

TABLE 63

Per-Pupil Discrete Costs: Salaries[1]

FY 1978 - 1982[2]

Program: LD	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[3]	6179	6549	6882	6783	7565
Level V External	3627	4123	4596	4274	
Level VI External	2830	3591	3712	5184	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Salaries include expenditures for administration and instruction including fixed charges.

[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[3] Elementary Learning Centers.

Section B Comparison of Discrete Costs: Instructional Materials/Supplies/Textbooks, Between Level V Internal and Level V External Programs

Arrayed in Tables 64 through 68 are mean costs for instructional materials, supplies, and textbooks by Level V Internal and Level V External programs for fiscal years 1978 - 1981.

Table 64 Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks,
OI, FY 1978 - 1981

Per-pupil instructional materials/supplies/textbooks costs were consistently greater for the Level V External OI program. The largest variance in per-pupil costs between the programs was $34 in fiscal year 1980. There was a $33 difference for the most recent year. The mean annual percentage increase in instructional materials/supplies/textbooks costs for the Level V External OI program was 7 percent. The mean annual percentage increase for the Level V Internal OI program was 5 percent.

Table 65 Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks,
MH, FY 1978 - 1981

Per-pupil instructional materials/supplies/textbooks costs were greater for the Level V Internal MH program in three of the four fiscal years studied (FY 1978, 1980, and 1981). In fiscal year 1979, the Level V External MH program per-pupil costs exceeded Level V Internal MH costs by $18. The largest variance in instructional materials/supplies/textbooks per-pupil costs between the programs was in fiscal year 1980, in which the Level V Internal MH program costs exceeded the Level V External MH program costs by $60. For the most recent year, Level V Internal MH program costs exceeded Level V External MH program costs by $34 per pupil. The mean annual percentage increase for Level V Internal MH programs was 25 percent. The mean annual percentage increase for Level V External MH programs was 13 percent.

Table 66 Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks,
MR, FY 1978 - 1981

Per-pupil instructional materials/supplies/textbooks costs were consistently greater for the Level V Internal MR program. The largest variance in per-pupil costs between the programs was $92 in fiscal year 1981. The mean annual percentage increase in instructional materials/supplies/textbooks costs for the Level V Internal MR program was 15 percent. The mean annual percentage increase for the Level V External MR program was 9 percent.

Table 67 Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks,
ED, FY 1978 - 1981

Per-pupil instructional materials/supplies/textbooks costs were consistently greater for the Level V External ED program. The largest variance in per-pupil costs between the programs was $159 in fiscal year 1980. There was a $128 difference for the most recent year. However, the mean annual percentage increase for the Level V Internal ED program was 20 percent, while the mean annual percentage increase for the Level V External ED program was 9 percent.

Table 68 Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks,
LD, FY 1978 - 1981

Per-pupil instructional materials/supplies/textbooks costs were consistently greater for the Level V Internal LD program. The largest variance in per-pupil costs between the programs was $251 in fiscal year 1978. There was a $59 difference for the most recent year. However, the annual percentage increase for the Level V External LD program was 6 percent, while the mean annual increase for the Level V Internal LD program was -18 percent.

TABLE 64

Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks

FY 1978 - 1982[1]

Program: OI	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal	75	80	86	87	122
Level V External	100	102	119	120	
Level VI External	208	275	202	263	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

TABLE 65

Per-Pupil Discrete Costs: Instructional Materials/Supplies/Textbooks

FY 1978 - 1982[1]

Program: MH	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[2]	86	86	166	150	168
Level V External	84	104	106	116	
Level VI External	127	175	195	202	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[2] Rock Terrace High School.

TABLE 66

Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks

FY 1978 - 1982[1]

Program: MR[2]	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[3]	84	84	122	121	116
Level V External	23	25	28	29	
Level VI External	36	39	47	56	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[2] Moderate, Severe, and Profound handicapping conditions included.

[3] Concord, Longview, and Stephen Knolls.

TABLE 67

Per-Pupil Discrete Costs:
Instructional Materials/Supplies/Textbooks

FY 1978 - 1982[1]

Program: ED	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[2]	71	68	103	113	119
Level V External	191	221	262	241	
Level VI External	270	345	394	466	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[2] Bridge School.

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TABLE 68

Per-Pupil Discrete Costs: Instructional Materials/Supplies/Textbooks

FY 1978 - 1982[1]

Program: LD	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[2]	336	211	186	160	132
Level V External	85	97	108	101	
Level VI External	94	120	124	173	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[2] Elementary Learning Centers.

Section C Comparison of Discrete Costs: Travel, Between Level V Internal and Level V External Programs

Arrayed in Tables 69 through 73 are mean travel costs by Level V Internal and Level V External programs for fiscal years 1978 - 1981.

Table 69 Per-Pupil Discrete Costs: Travel,
OI, FY 1978 - 1981

Per-pupil travel costs were consistently greater for the Level V External OI program. The largest variance in per-pupil costs between the programs was $266 in fiscal year 1981. The mean annual percentage increase in travel costs for the Level V External OI program was 7 percent. The mean annual percentage increase for the Level V Internal OI program was -33 percent.

Table 70 Per-Pupil Discrete Costs: Travel,
MH, FY 1978 - 1981

Per-pupil travel costs were consistently greater for the Level V External MH program. The largest variance in per-pupil costs between the programs was $225 in fiscal year 1981. However, the mean annual percentage increase in travel costs for the Level V Internal MH program was 15 percent, while the mean annual percentage increase for the Level V External MH program was 12 percent.

Table 71 Per-Pupil Discrete Costs: Travel,
MR, FY 1978 - 1981

Per-pupil travel costs were consistently greater for the Level V External MR program. The largest variance in per-pupil costs between the programs was $181 in fiscal years 1980 and 1981. However, the mean annual percentage increase in travel costs for the Level V Internal MR program was 91 percent, while the mean annual percentage increase for the Level V External MR program was 8 percent.

Table 72 Per-Pupil Discrete Costs: Travel,
ED, FY 1978 - 1981

Per-pupil travel costs were consistently greater for the Level V External ED program. The largest variance in per-pupil costs between the programs was $285 in fiscal year 1980. There was a $234 difference for the most recent year. However, the mean annual percentage increase in travel costs for the Level V Internal Ed program was 13 percent, while the mean annual percentage increase for the Level V External ED program was 9 percent.

Table 73 Per-Pupil Discrete Costs: Travel,
LD, FY 1978 - 1981

Per-pupil travel costs were consistently greater for the Level V External LD program. The largest variance in per-pupil costs between the programs was $212 in fiscal year 1980. There was a $195 difference for the most recent year. However, the mean annual percentage increase in travel costs for the Level V Internal Ld program was 16 percent, while the mean annual percentage increase for the Level V External program was 6 percent.

TABLE 69

Per-Pupil Discrete Costs: Travel[1]

FY 1978 - 1982[2]

Program: OI	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal	4	4	4		59
Level V External	221	227	263	266	
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for administrative and Instructional travel.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

TABLE 70

Per-Pupil Discrete Costs: Travel[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: MH	1978	1979	1980	1981	1982
Level V Internal[3]	22	22	22	32	29
Level V External	187	231	235	257	
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

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[1] Contains expenditures for administrative and instructional travel.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[3] Rock Terrace High School.

TABLE 71

Per-Pupil Discrete Costs: Travel[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: MR[3]	**1978**	**1979**	**1980**	**1981**	**1982**
Level V Internal[4]	8	8	22	30	26
Level V External	169	180	203	211	
Level VI External	9	10	12	14	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Contains expenditures for administrative and instructional travel.

[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[3] Moderate, Severe, and Profound Mental Retardation handicapping conditions included.

[4] Concord, Longview, and Stephen Knolls.

TABLE 72

Per-Pupil Discrete Costs: Travel[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: LD	**1978**	**1979**	**1980**	**1981**	**1982**
Level V Internal[3]	85	82	97	117	85
Level V External	278	322	382	351	
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for administrative and instructional travel.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[3] Bridge School.

TABLE 73

Per-Pupil Discrete Costs: Travel[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: LD	1978	1979	1980	1981	1982
Level V Internal[3]	19	12	28	28	31
Level V External	190	215	240	223	
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for administrative and instructional travel.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[3] Elementary Learning Centers.

Section D Comparison of Discrete Costs: Equipment, Between Level V Internal and Level V External Programs

Arrayed in Tables 74 through 78 are mean costs for equipment by Level V Internal and Level V External programs for fiscal years 1978 - 1981.

Table 74 Per-Pupil Discrete Costs: Equipment, OI, FY 1978 - 1981

With the exception of fiscal year 1981, per-pupil equipment costs were consistently greater for the Level V Internal OI program. The largest variance in per-pupil costs between the programs was $24 in fiscal year 1980. There was no difference for the most recent year. The mean annual percentage increase in equipment costs for the Level V External OI program was 0 percent. The mean annual percentage increase for the Level V Internal OI program was -33 percent.

Table 75 Per-Pupil Discrete Costs: Equipment, MH, FY 1978 - 1981

Per-pupil equipment costs were consistently greater for the Level V Internal MH program. The largest variance in per-pupil costs between the programs was $29 in fiscal year 1979. There was a $12 difference for the most recent year. The mean annual percentage increase in equipment costs for the Level V External MH program was 0 percent. The mean annual percentage increase for the Level V Internal MH program was -17 percent.

Table 76 Per-Pupil Discrete Costs: Equipment, MR, FY 1978 - 1981

Per-pupil equipment costs were consistently greater for the Level V Internal MR program. The largest variance in per-pupil costs between the programs was $26 in fiscal years 1978 and 1979. There was an $11 difference for the most recent year. The mean annual percentage increase in equipment costs for the Level V External MR program was 0 percent. The mean annual percentage increase for the Level V Internal MR program was -19 percent.

Table 77 Per-Pupil Discrete Costs: Equipment, ED, FY 1978 - 1981

Per-pupil equipment costs were consistently greater for the Level V Internal ED program. The largest variance in per-pupil costs between the programs was $60 in fiscal year 1978. There was a $12 difference for the most recent year. The mean annual percentage increase in equipment costs for the Level V External ED program was 0 percent. The mean annual percentage increase for the Level V Internal ED program was -27 percent.

Table 78 Per-Pupil Discrete Costs: Equipment, LD, FY 1978 - 1981

Per-pupil equipment costs were consistently greater for the Level V Internal LD program. The largest variance in per-pupil costs between the programs was $79 in fiscal year 1978. There was a $44 difference for the most recent year. The mean annual percentage increase in equipment costs for the Level V External LD program was 0 percent. The mean annual percentage increase for the Level V Internal LD program was -15 percent.

TABLE 74

Per-Pupil Discrete Costs: Equipment[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: OI	1978	1979	1980	1981	1982
Level V Internal	21	22	24		60
Level V External					
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for additional and replacement equipment.

[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

TABLE 75

Per-Pupil Discrete Costs: Equipment[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: MH	1978	1979	1980	1981	1982
Level V Internal[3]	24	29	4	12	7
Level V External					
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

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[1] Contains expenditures for additional and replacement equipment.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[3] Rock Terrace High.

TABLE 76

Per-Pupil Discrete Costs: Equipment[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: MR[3]	1978	1979	1980	1981	1982
Level V Internal[4]	26	26	12	11	18
Level V External					
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for additional and replacement equipment.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[3] Moderate, Severe, and Profound Mental Retardation handicapping conditions included.
[4] Concord, Longview, and Stephen Knolls.

TABLE 77

Per-Pupil Discrete Costs: Equipment[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: ED	1978	1979	1980	1981	1982
Level V Internal[3]	60	58	42	12	
Level V External					
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for additional and replacement equipment.
[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.
[3] Bridge School.

TABLE 78

Per-Pupil Discrete Costs: Equipment[1]

FY 1978 - 1982[2]

	Fiscal Years				
Program: LD	1978	1979	1980	1981	1982
Level V Internal[3]	79	50	64	44	62
Level V External					
Level VI External					

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for additional and replacement equipment.

[2] FY 1982 data available for Level V Internal but only through FY 1981 for Level V External and Level VI External programs.

[3] Elementary Learning Centers.

Section E Transportation Costs

Per-pupil transportation costs are presented and discussed in Chapter II, Section B, Table 22.

Section F Overhead Costs

Per-pupil overhead costs, both special education overhead and general overhead, are presented and discussed in Chapter II, Section C, Tables 23 and 24.

Section G Comparison of Aggregate Costs Between Level V Internal and Level V External Programs

Arrayed in Tables 79 through 83 are per-pupil aggregate costs by Level V Internal and Level V External programs for fiscal years 1978 - 1981.

Table 79 Per-Pupil Aggregate Costs: OI, FY 1978 - 1981

Per-pupil aggregate costs were consistently greater for the Level V External OI program. The largest variance in aggregate costs between the programs was $2,441 in fiscal year 1980. There was a $2,023 difference for the most recent year. The mean annual percentage increase in aggregate costs for the Level V External OI program was 7.7 percent. The mean annual percentage increase for the Level V Internal OI program was 8.6 percent.

Table 80 Per-Pupil Aggregate Costs: MH, FY 1978 - 1981

Per-pupil aggregate costs were consistently greater for the Level V External MH program. The largest variance in aggregate costs between the programs was $1,198 in fiscal year 1979. There was a $1,085 difference for the most recent year. The mean annual percentage increase in MH aggregate costs for the Level V External MH program was 12.7 percent. The mean annual percentage increase for the Level V Internal MH program was 12.8 percent.

Table 81 Per-Pupil Agregate Costs: MR, FY 1978 - 1981

Per-pupil aggregate costs were consistently greater for the Level V External MR program. The largest variance in aggregate costs between the programs was $1,686 in fiscal year 1980. There was a $1,500 difference for the most recent year. The mean annual percentage increase in aggregate costs for the Level V External MR program was 9.2 percent. The mean annual percentage increase for the Level V Internal MR program was 11.8 percent.

Table 82 Per-Pupil Aggregate Costs: ED, FY 1978 - 1981

Per-pupil aggregate costs were consistently greater for the Level V External ED program. The largest variance in aggregate costs between the programs was $2,310 in fiscal year 1980. There was a $1,988 difference for the most recent year. The mean annual percentage increase in aggregate costs for the Level V External ED program was 9.3 percent. The mean annual percentage increase for the Level V Internal ED program was 8.5 percent.

Table 83 Per-Pupil Aggregate Costs: LD, FY 1978 - 1981

With the exception of fiscal year 1978, per-pupil aggregate costs were greater for Level V External LD program. (In fiscal year 1978 the per-pupil aggregate cost for the Level V Internal LD program was $50 greater than the Level V External LD program.) The largest variance in aggregate costs between the programs was $584 in fiscal year 1980. There was a $189 difference for the most recent year. The mean annual percentage increase in aggregate costs for the Level V External LD program was 7.1 percent. The annual percentage increase for the Level V Internal LD program was 5.9 percent.

TABLE 79

Per-Pupil Aggregate Costs: OI

FY 1978 - 1982[1]

	Fiscal Years				
Program: OI	1978	1979	1980	1981	1982
Level V Internal	6398	6803	7257	7942	8598
Level V External	8090	8366	9698	9965	
Level VI External	15624	20471	15348	19839	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal programs only.

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TABLE 80

Per-Pupil Aggregate Costs: MH

FY 1978 - 1982[1]

Program: MH	Fiscal Years 1978	1979	1980	1981	1982
Level V Internal[2]	6882	7313	7840	8602	10396
Level V External	7008	8511	8800	9687	
Level VI External	9794	13293	14866	15494	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal programs only.
[2] Rock Terrace High School.

TABLE 81

Per-Pupil Aggregate Costs: MR

FY 1978 - 1982[1]

Program: MR	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[2]	5725	6081	6530	7178	8419
Level V External	6801	7272	8216	8678	
Level VI External	9821	10616	12610	15114	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal programs only.
[2] Concord, Longview, and Stephen Knolls.

TABLE 82

Per-Pupil Aggregate Costs: ED

FY 1978 - 1982[1]

Program: ED	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[2]	9593	10169	10819	10368	12852
Level V External	9661	11098	13129	12356	
Level VI External	12991	16522	18881	22238	

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] FY 1982 data available for Level V Internal programs only.
[2] Bridge School.

TABLE 83

Per-Pupil Aggregate Costs: LD

FY 1978 - 1982[1]

Program: LD	Fiscal Years				
	1978	1979	1980	1981	1982
Level V Internal[1]	7592	7875	8369	8408	9373
Level V External	7086	7998	8953	8597	
Level VI External	7494	9393	9802	13444	

Cost data are expressed in current dollars rounded to the nearest dollar.

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[1] FY 1982 data available for Level V Internal programs only.
[2] Elementary Learning Centers.

GLOSSARY

GLOSSARY

Aggregate Costs: The sums of discrete, transportation, special education, and general overhead costs.

Budget Category: The classification of expenditure by: administration, instructional salaries, other instructional costs, special education, student personnel services, health services, student transportation, operation of plant and equipment, maintenance of plant, fixed charges, food services, and food service fund.

Budget Codes: Level V Internal Programs

Code 535 - Orthopedic Impaired - Program designed to serve pupils with physical handicaps and is administered through Division of Physically Handicapped Programs.

Code 542 - Mental Retardation - Program designed to serve pupils who are mentally retarded and is provided at Concord, Longview, and Stephen Knolls.

Code 543 - Multiple Handicapped - Program designed to serve pupils with multiple handicaps and is provided at Rock Terrace High School.

Code 544 - Learning Disabled and Emotionally Disturbed - Program designed to serve primarily the learning disabled and secondarily the emotionally disturbed pupils and is provided at the Secondary Learning Centers.

Code 545 - Emotionally Disturbed - Program designed to serve pupils who are emotionally disturbed and is provided at the Bridge School.

Code 546 - Learning Disabled - Program designed to serve pupils who are learning disabled and is provided at the Elementary Learning Centers.

Code 547 - Emotionally Disturbed and Learning Disabled - Program designed to serve primarily and emotionally disturbed and secondarily the learning disabled pupils and is provided by the Mark Twain/Satellite Programs.

Code 532 - Hearing Impaired - Program designed to serve pupils with hearing impairments and is administered through Division of Auditory Programs.

	Code 534 - Visually Impaired - Program designed to serve pupils with visual impairments and is administered through Division of Vision Programs.
Categorical Multipliers:	A set of percentages used to multiply the mean per-pupil Level V External and Level VI External tuition charges in order to obtain per-pupil costs by the various budget categories.
Cost Differential:	The ratio of costs for a specific program or service to the costs for a base program. For this study, a series of per-pupil cost differentials for Level V and VI programs were derived in relation to mean per-pupil costs for all MCPS pupils.
Current Dollars:	The actual dollars expended or projected. Current dollars do not take into consideration the reduction in buying power over time.
Consumer Price Index:	A measure of the relative rise in the costs of living prepared by the Bureau of Labor Statistics. The CPI measures the purchasing power of the dollar by determining changes in prices of goods and services.
Discrete Costs:	Level V Internal - Specific costs which were obtained from data-of-record and included salaries, textbooks, instructional materials and supplies, travel, additional equipment, replacement, and contracted services. Level V External - Specific costs which were obtained through expenditure analysis of fiscal reports from external day school providers and included costs for administration, instruction, fixed charges, instructional materials and supplies, travel, additional equipment, replacement equipment, food services, health and attendance, and maintenance and operation. Level VI External - Specific costs which were obtained through expenditure analysis of fiscal reports from external residential school providers and included costs for administration, instruction, fixed charges, instructional materials and supplies, travel, transportation, additional equipment, replacement equipment, food services, residential services, health and attendance, and maintenance operation.

Expenditure Deduction Procedure:	A method used to calculate special education and general overhead costs. Certain expenditures are deducted from total current expenditures and the remainder is divided by the number of pupils, both special education and general education (Detailed explanation contained in Chapter I).
Levels:	Level V Internal - Pupils served through an MCPS program which includes a range of services provided in a specially designed facility or wing of a building. Level V External - Pupils served through an external provider and includes a range of services on a day-school basis. Level VI External - Pupils served through an external provider and includes a range of services on a 24 hour basis for the severely handicapped in need of multiple services.
Overhead Costs:	Special Education - Those elements of costs which cannot be readily or accurately identified with a specific service, program, or unit but are known to benefit only special education pupils (Detailed explanation contained in Chapter I). General - Those elements of costs which cannot be readily or accurately identified with a specific service, program, or unit but are known to benefit all pupils. (Detailed explanation contained in Chapter I).
Real Dollars:	A synthetic valuation of dollars. Current dollars have been adjusted to real dollars through use of the Consumer Price Index.
Stepdown Procedure:	Method used to calculate general overhead costs. This method systematically prorates each expenditure category to a decreasing number of expenditure until two categories of expenditure are left: General Instruction and Special Education). (Example included in Appendix B.)
Total Costs:	The sums of expenditures by program and levels prior to the calculation of per-pupil costs.
Transportation Costs:	Level V Internal and External - Costs incurred for the transportation of pupils in both special education buses and regular buses. (Detailed explanation contained in Chapter I).

	Level VI External - Costs incurred for the transportation of pupils which were obtained from expenditure analysis of the fiscal reports of the external residential school providers. (Detailed explanation contained in Chapter I).
Mean:	Arithmetic mean or average.

APPENDIX A

TOTAL EXPENDITURES

VPISU 001

Year ______
Level V Internal

Program	Program Code	Salaries			Text-books	Instruc Materials & Supplies	Travel			Add'l Equip	Replacement Equip	Contracted Serv	Total
		Admin	Instruc	Total			Admin	Instruc	Total				

PER PUPIL EXPENDITURES

Year ______

Level V Internal

Program	Program Code	Enrollment	Salaries			Textbooks	Instruc Materials & Supplies	Travel			Add'l Equip	Replacement Equip	Contracted Serv	Total Per Pupil
			Admin	Instruc	Total			Admin	Instruc	Total				

Year ________
Level V Internal

SALARIES

VPISU 003

Program	Program Code	Administrative			Instruction		
		Area Adm. Salaries	Fixed Charges	Total	Salaries	Fixed Charges	Total

Level VI External

Year ____________

Multipliers for Level VI Tuition Charges

VPISU 013F

		Percent Tuition by Budget Category														Percent Total Budget		
Handicapping Condition	Mean Tuition	Administration	Instruction	Fixed Charges	Instructional Materials & Supplies	Travel	Transportation	Additional Equipment	Replacement Equipment	Food Services	Residential Services	Health & Attendance	Maintenance	Operation	Interest	Depreciation	Total Current Percent

DRAFT

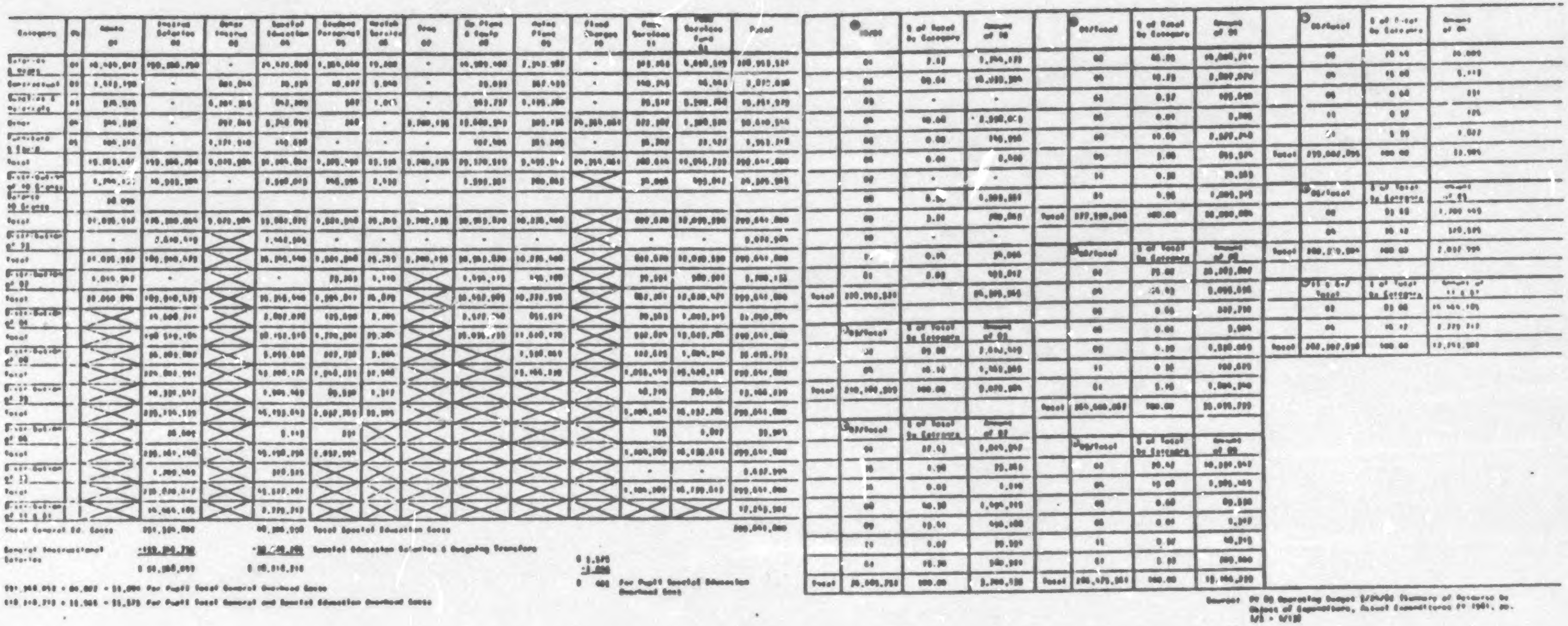
Stepdown Procedure FY 1981

The "Stepdown Procedure" systematically prorates each expenditure category to a decreasing number of expenditure categories until two categories of expenditures are left: General Instruction and the instructional program in question (special education).

The stepdown procedure for the calculation of general and special education overhead is illustrated below. This procedure was followed in determining general overhead. However, it was decided that a more accurate estimate of special education overhead could be determined by directly examining special education budgets and extracting the overhead elements (this is described on page 9). Thus, the stepdown procedure was not used to arrive at the estimate of special education overhead presented in this report.

APPENDIX B

Stepdown Procedure FY 1981



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Utilization of the "Stepdown Procedure" for the school year 1980-81 identified the following costs:

General Instruction	$251,334,802
Special Education	48,306,998

When General Instructional Salaries are deducted from the total stepped-down General Instructional costs, it yields a figure of $91,968,052 which represents the total general overhead costs for general education. If this figure is divided by the number of general education pupils (84,022), it results in a per-pupil general overhead cost of $1,094.

Similarly, if $30,088,286 (special education salaries and outgoing transfers) is deducted from $48,306,998, it yields a figure of $18,218,712 or the total overhead (general and special education) costs for special education. If $18,218,712 is divided by 11,565 special education pupils (excluding preschool and External Level V and VI pupils), it yields a per-pupil overhead cost of $1,575. If the $1,094 per-pupil in general per-pupil overhead cost is deducted from $1,575, it yields a $481 per-pupil special education overhead cost.

In summary, through the use of the "Stepdown Procedure" the following per-pupil overhead costs were identified for the school year 1980-81:

Special Education	$ 481
General Education Overhead	1,094
Total Overhead	$ 1,575

APPENDIX C

UNIT/PROGRAM NAME FY 81

1. Office of the Associate Superintendent for Continuum Education
2. Handicapped - ESEA Title 1
3. Placement Unit
4. Interagency Programs Unit, Homebased Instruction
5. Continuum Education In-Service Training
6. Department of Multifacility Programs/Alternative Centers - Office of the Director
7. Concord School, Stephen Knolls School, Longview School
8. McKenney Hills, Sandburg/Taylor
9. Department of School Based Programs - Office of the Director
10. Division of Special Education

APPENDIX D

VPISU 011F

Tuition Costs

Level ______________________
Year ______________________
Residential ______________________
Handicapping Condition ______________________
Day ______________________

School	Number of Students	Costs per Month	Costs per Year	Total

APPENDIX E

TABLE E-1

Internal Level V Per-Pupil Discrete Costs: Salaries[1]

FY 1978-1982

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI	5329	5650	5939	6465	6777
MH[2]	5780	6127	6441	7012	8601
MR[3]	4638	4916	5169	5626	6679
LD & ED[4]	4187	4437	4663	4697	5842
ED[5]	8408	8914	9372	8736	11057
LD[6]	6179	6549	6882	6783	7565
ED & LD[7]	5322	5640	5926	5933	6288
HI	7938	8414	8842	8854	10094
VI	8139	8627	9074	8253	10780

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Salaries include expenditures for administration and instruction including fixed charges.
[2] Rock Terrace High School.
[3] Concord, Longview, and Stephen Knolls.
[4] Secondary Learning Centers.
[5] Bridge School.
[6] Elementary Learning Centers.
[7] Mark Twain.

TABLE E-2

Internal Level V Per-Pupil Discrete Costs: Instructional Materials/Supplies/Textbooks

FY 1978 - 1982

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI	75	80	85	87	122
MH[1]	86	86	166	150	168
MR[2]	84	84	122	121	116
LD & ED[3]	831	412	233	198	228
ED[4]	71	68	103	113	119
LD[5]	336	211	186	160	132
ED & LD[6]	104	104	120	204	201
HI	46	48	56	100	165
VI	633	671	398	237	379

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Rock Terrace High School.
[2] Concord, Longview, and Stephen Knolls.
[3] Secondary Learning Centers.
[4] Bridge School.
[5] Elementary Learning Centers.
[6] Mark Twain.

TABLE E-3

Internal Level V Per-Pupil
Discrete Costs: Travel[1]

FY 1978 - 1982

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI	4	4	4		59
MH[2]	22	22	22	32	29
MR[3]	8	8	22	30	26
LD & ED[4]	15	8	9	8	8
ED[5]	85	82	97	117	85
LD[6]	19	12	28	28	31
ED & LD[7]	8	8	14	23	12
HI	23	25	29	69	92
VI	527	558	331	159	219

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for administrative and instructional travel.
[2] Rock Terrace High School.
[3] Concord, Longview, and Stephen Knolls.
[4] Secondary Learning Centers.
[5] Bridge School.
[6] Elementary Learning Centers.
[7] Mark Twain.

TABLE E-4

Internal Level V Per-Pupil Discrete Costs: Equipment[1]

FY 1978 - 1982

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI	21	22	24		60
MH[2]	24	29	4	12	7
MR[3]	26	26	12	11	18
LD & ED[4]	331	164	84	51	46
ED[5]	60	58	42	12	
LD[6]	79	50	64	44	62
ED & LD[7]	34	34	50	49	47
HI	70	75	87	59	109
VI	800	848	503	415	708

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Includes expenditures for additional and replacement equipment.
[2] Rock Terrace High School.
[3] Concord, Longview, and Stephen Knolls.
[4] Secondary Learning Centers.
[5] Bridge School.
[6] Elementary Learning Centers.
[7] Mark Twain.

TABLE E-5

Internal Level V Per-Pupil
Discrete Costs: Contracted Services

FY 1978 - 1982

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI					
MH[1]	1	2	2	6	11
MR[2]					
LD & ED[3]	5	2	3		18
ED[4]					11
LD[5]	10	6	4	3	3
ED & LD[6]	44	43	42	35	33
HI					27
VI	163	173	102	70	144

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Rock Terrace High School.
[2] Concord, Longview, and Stephen Knolls.
[3] Secondary Learning Centers.
[4] Bridge School.
[5] Elementary Learning Centers.
[6] Mark Twain.

TABLE E-6

Internal Level V Per-Pupil Discrete Costs: Total

FY 1978 - 1982

Program	Fiscal Years				
	1978	1979	1980	1981	1982
OI	5429	5556	6052	6552	7018
MH[1]	5913	6266	6635	7212	8816
MR[2]	4756	5034	5325	5788	6839
LD & ED[3]	5369	5023	4992	4954	6142
ED[4]	8624	9122	9614	8978	11272
LD[5]	6623	6828	7164	7018	7793
ED & LD[6]	5512	5829	6152	6244	6581
HI	8077	8562	9014	9082	10487
VI	10262	10877	10408	9134	12230

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Rock Terrace High School.
[2] Concord, Longview, and Stephen Knolls.
[3] Secondary Learning Centers.
[4] Bridge School.
[5] Elementary Learning Centers.
[6] Mark Twain.

TABLE E-7

External Level V Per-Pupil Discrete Costs: Salaries[1]

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	4222	4340	5037	5085
MH	3581	4426	4504	4920
MR	3873	4133	4655	4840
ED	4607	5327	6320	5812
LD	3627	4123	4596	4274
SLI	3476	3926	4299	4811

Cost data are expressed in current dollars rounded to the nearest dollar.

---

[1] Contains expenditures for both administrative and instructional salaries, including fixed charges but does not conform precisely to Level V Internal costs.

TABLE E-8

External Level V Per-Pupil Discrete Costs: Instructional Supplies/Materials/Textbooks

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	100	102	119	120
MH	84	104	106	116
MR	23	25	28	29
ED	191	221	262	241
LD	85	97	108	101
SLI	82	93	102	114

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE E-9

External Level V Per-Pupil Discrete Costs: Travel[1]

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	221	227	263	266
MH	187	231	235	257
MR	169	180	203	211
ED	278	322	382	351
LD	190	215	240	223
SLI	182	205	225	252

Cost data are expressed in current dollars rounded to the nearest dollar.

[1] Contains expenditures for both administrative and instructional travel.

TABLE E-10

External Level V Per-Pupil Discrete Costs: Food Services

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	669	688	798	806
MH	568	702	714	780
MR	566	604	680	707
ED	800	925	1097	1009
LD	575	653	728	677
SLI	551	622	682	763

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE E-11

External Level V Per-Pupil Discrete Costs: Health and Attendance

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	641	659	764	772
MH	544	672	684	747
MR	332	355	400	415
ED	1043	1206	1431	1316
LD	551	626	597	649
SLI	528	596	653	730

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE E-12

External Level V Per-Pupil Discrete Costs: Maintenance and Operation of Plant

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	1268	1303	1512	1526
MH	1075	1329	1352	1477
MR	869	928	1045	1086
ED	1773	2050	2432	2237
LD	1089	1237	1379	1283
SLI	1043	1178	1291	1445

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE E-13

External Level V Per-Pupil Discrete Costs: Total

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
GI	7121	7319	8493	8575
MH	6039	7464	7595	8297
MR	5832	6225	7011	7288
ED	8692	10051	11924	10966
LD	6117	6951	7748	7207
SLI	5862	6620	7252	8115

Cost data are expressed in current dollars rounded to the nearest dollar.

TABLE E-14

External Level VI Per-Pupil Discrete Costs: Salaries

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	6237	8234	6034	7864
MH	3793	5226	5832	6043
MR	3786	4086	4864	5857
ED	4908	6282	7174	8466
LD	2830	3591	3712	5184
SLI	1576	3468		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

[1] Contains expenditures for both administrative and instructional salaries, including fixed charges; but does not conform precisely to Level V Internal Costs.

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TABLE E-15

External Level VI Per-Pupil Discrete Costs: Instructional Materials/Supplies/Textbooks

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	208	275	202	263
VH	127	175	195	202
MR	36	39	47	56
ED	270	345	394	466
LD	94	120	124	173
SLI	53	116		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

TABLE E-16

External Level VI Per-Pupil Discrete Costs: Travel[1]

FY 1978 - 1981

Program	Fiscal Years 1978	1979	1980	1981
OI				
MH				
MR	9	10	12	14
ED				
LD				
SLI				

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

---

[1] Contains expenditures for both administrative and instructional travel.

TABLE E-17

External Level VI Per-Pupil
Discrete Costs: Transportation

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	461	609	446	582
MH	281	387	432	447
MR	254	274	326	393
ED	392	502	574	677
LD	209	266	274	384
SLI	117	256		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

TABLE E-18

External Level VI Per-Pupil Discrete Costs: Food Services

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	1399	1847	1354	1764
MH	851	1172	1308	1356
MR	881	950	1131	1362
ED	1127	1444	1650	1947
LD	635	806	832	1163
SLI	354	778		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

TABLE E-19

External Level VI Per-Pupil Discrete Costs: Residential Services

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	2590	3419	2506	3265
MH	1575	2170	2422	2509
MR	2243	2419	2881	3468
ED	1592	2041	2332	2752
LD	1175	1492	1541	2153
SLI	654	1440		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

TABLE E-20

External Level VI Per-Pupil Discrete Costs: Health and Attendance

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
CI	1339	1768	1296	1689
MH	815	1122	1253	1298
MR	518	558	665	800
ED	1470	1884	2152	2540
LD	608	771	797	1113
SLI	338	745		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

TABLE E-21

External Level VI Per-Pupil Discrete Costs: Maintenance and Operation of Plant

FY 1978 - 1981

Program	Fiscal Years			
	1978	1979	1980	1981
OI	2649	3498	2564	3340
MH	1611	2220	2478	2567
MR	1353	1459	1738	2092
ED	2499	3203	3659	4318
LD	1202	1526	1576	2202
SLI	669	1473		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

TABLE E-22

External Level VI Per-Pupil Discrete Costs: Total

FY 1978 - 1981

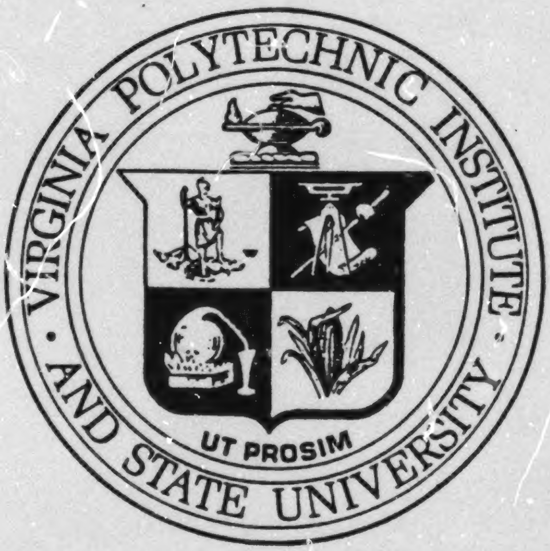
Program	Fiscal Years 1978	1979	1980	1981
OI	14883	19650	14402	18767
MH	9053	12472	13920	14422
MR	9080	9795	11664	14042
ED	12250	15701	17935	21166
LD	6753	8572	8856	12372
SLI	3761	8276		

Cost data are expressed in current dollars rounded to the nearest dollar. Vacant cells are the result of zero funds expended or insufficient funds to round to the nearest dollar per-pupil cost.

An Evaluation of Public and
Nonpublic Special Education Programs
Used by Montgomery County Public Schools

VOLUME III

Findings, Summary, and Recommendations


VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

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An Evaluation of Public and Nonpublic Special Education Programs Used by Montgomery County Public Schools

Volume III

Findings, Summary, and Recommendations

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Study Question 5 1

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STUDY QUESTION 5

Is the current distribution of school-aged Level V and VI Internal and External programs cost effective? If the distribution is not cost effective (a) should existing Levels V and VI Internal and External be expanded? (b) should new Levels V and VI Internal and External programs be developed? (c) should services now being provided by the External sector be provided by the Internal sector? (d) should services now being provided by the Internal sector be provided by the External sector?

In addition to the above Study Question 5 are its subquestions. The following subquestions presented in Study Question 4 are included in this section: (1) What factors contributed to the Level V and VI per-pupil cost differences between the Internal and External sectors? (2) Ha MCPS been charged the best and lowest prices for External services relative to those paid by other LEA's? and (3) If MCPS costs for External services of Level V and VI pupils are not the best and lowest prices, why not? The subquestions presented in Study Question 4 have been relocated to this section for ease of presentation and continuity of thought. The responses to subquestions have been appropriately merged with the responses to Study Question 5.

From an examination of Table 1, it can be seen that Level V Internal programs for the OI, MH, MR, and ED pupils were evaluated to be cost effective because the External program per-pupil costs exceeded by 10 percent or more the per-pupil costs of Level V Internal programs. The Level V External per-pupil costs for the Level V Internal LD programs but failed to reach the 10 percent decision point.

As discussed in Study Question 3, program quality for all Level V Internal programs was found to be equal or superior to the Level V External programs. Conversely, when the 10 percent criterion was applied to the Level V External programs, only the Level V External LD program was evaluated as cost effective. Nevertheless, an excess $189 per-pupil cost variance did exist for the Level V External LD program for the 20 LD pupils placed. Program costs per pupil as noted in Table 2 revealed that the Level V External programs exceeded the comparable Level V Internal programs by $2,023 for OI; $1,085 for MH; $1,500 for MR; and $1,988 for ED. While the program for the Level V External LD appeared cost effective, the Level V Internal LD program was evaluated to be superior in quality. The concept of least restrictive placement alone would suggest a preference for the Level V Internal LD placements.

Table 1

Level V Program Mean Per Pupil

Costs for 1981

Program	Internal	External	Per Pupil Costs in Excess of 10% Criterion
OI	7942	9965	External Exceeds 10%
MH	8602	9687	External Exceeds 10%
MR	7178	8678	External Exceeds 10%
ED	10368	12356	External Exceeds 10%
LD	8408	8597	

Based upon these findings, it is recommended that MCPS expand existing Level V Internal programs or develop new programs for OI, MH, MR, and ED. From a qualitative perspective, the LD should also be expanded to accommodate those pupils currently placed in the External sector.

The estimated potential savings, excluding capital outlay considerations, for shift of the Level V pupils from the External sector to the Internal sector are arrayed in Table 2. It is estimated that a total of $253,315 would have been realized in fiscal year 1981 if Level V services had been provided by the Internal sector rather than by the External sector.

In regard to the availability of facilities, it would appear that appropriate instructional areas are available currently or could be made available within existing MCPS buildings. Enrollment declines have prompted MCPS to close several schools. Some modifications of such facilities would be required to accommodate certain pupils (e.g., OI and ED). Whenever possible, pupils that require physical or occupational therapy should be assigned to buildings already housing appropriate equipment and personnel.

Staffing for the expansion or addition of Level V Internal programs may present problems in the recruitment of certified staff for the programs of OI, MH, ED, and LD based upon national teacher personnel availability data (United States Department of Education Report to Congress on the Implementation of Public Law 94-142, Fifth Annual Report). Staff recruitment for MR teachers would not appear to present a potential problem, although such teachers should have specific preparation for teaching the severely retarded. The availability of the necessary personnel should be less of a problem in the Washington, D.C., metropolitan area than for most areas of the United States.

The characteristics of the pupils who could be returned differ primarily in age. Older (adolescent) MR (moderate) and young (elementary age) LD, ED, and MH pupils would be the principal groups returning to MCPS.

The disproportionate placements by sex and race as noted in Study Question 1 also would be alleviated by such actions. However, as discussed in Study Question 3, potential problems could result from parental requests for due process hearings from such program changes.

MCPS does not operate any Level VI Internal programs. However, MCPS does have pupils placed in RICA Level VI programs and operates the educational programs for all pupils from the region placed at RICA. DEA was unable to obtain the noneducational fiscal data necessary to develop per-pupil costs for the state of Maryland regional programs. Thus no Level VI Internal program per-pupil costs are available for comparison with Level VI External programs. Although the 10% cost variance criterion could not be used to determine cost effectiveness of the RICA programs, the program quality of RICA was evaluated superior to all but one Level VI External provider (see Study Question 3).

Table 2

Per Pupil Mean Aggregate Costs, Variances, and Potential Program Cost Savings: Level V, Fiscal Year 1981

(1) Program	(2) Mean Aggregate External Costs Per Pupil	(3) Mean Aggregate Internal Costs Per Pupil	(4) Per Pupil Cost Savings	(5) Number of External Pupils Col.2 - Col.3	(6) Estimated Total Total Potential Savings Col. 4 x Col. 5
OI	9965	7942	2023	13	26299
MH	9687	8602	1085	60	65100
MR	8678	7178	1500	10	15000
ED	12356	10368	1988	72	143136
LD	8597	8408	189	20	3780
				Total	253315

While it was not possible to obtain per-pupil costs for Level VI Internal programs in order to make direct costs comparisons with Level VI External programs, it is possible to estimate the MCPS costs for replication of Level VI External programs if certain assumptions are made: (1) The MCPS per-pupil costs for providing services to comparable Level V Internal programs are similar; and (2) MCPS can provide residential and health and attendant services for certain Level VI Internal programs for similar per-pupil costs,[1] as experienced by External providers.

Thus, estimated per-pupil costs for replicating Level VI Internal programs were developed for OI, MH, MR, ED, and LD programs and are displayed in Table 3. The estimated per-pupil costs ranged from a high of $15,818 for the ED program to a low of $11,275 for the MR program. Arrayed in Table 4 are the estimated per-pupil costs for the above five Level VI Internal programs contrasted with per-pupil costs for comparable Level VI External programs. It is apparent from an examination of the above table that three of the five programs, if replicated by MCPS, would result in substantial savings. The potential savings for MH, MR, and ED are $111,420; $149,721; and $616,320 respectively, which yields a total Level VI cost savings of $877,461 for fiscal year 1981.

As noted earlier in all but one instance the Level VI programs provided by RICA were evaluated as superior in quality to Level VI External programs. Based upon the least restrictive placement doctrine of Maryland and federal statutes and the fact that serious questions exist regarding whether over 50 percent of Level VI External pupils were appropriately placed, a concerted effort should be made to relocate most Level VI External pupils placed in MH, MR, and ED programs to a Level VI Internal program. Some Level VI External pupils may still require residential services for noneducational reasons; consequently, MCPS should consider the development of a residential service component. The Level VI External programs of MH, MR, and ED contribute disproportionately to the overall costs of Level VI programs. The large numbers of pupils placed in these three programs and their respective high per-pupil costs suggest early establishment of MCPS operated Level VI Internal program. Whenever possible, ED pupils in need of residential placements should be placed at RICA. No estimates can be provided as to the necessary capital outlay for development of residential facilities.

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[1] It is recognized that MCPS Internal employees, both instructional and noninstructional, are paid commonly higher salaries than salaries paid comparable External employees. Therefore, the per-pupil residential costs were adjusted appropriately.

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Table 3

Estimated Per Pupil Costs for Level VI Internal Programs FY 1981

Program	Aggregate Per Pupil Costs for Level V Internal	Residential Services Per Pupil Costs[1] for Level VI External	Health and Attendance Per Pupil Costs[1] for Level VI External	Estimated Total Pupil Costs
OI	7942	3494	1807	13243
MH	8602	2910	1506	13018
MR	7178	3329	768	11275
ED	10368	2834	2616	15818
LD	8408	2820	1458	12686

[1] Adjusted to reflect higher MCPS salaries than salaries paid comparable external employees.

Table 4

Level VI External Per Pupil Aggregate Costs Contrasted with Estimated Level VI Internal Per Pupil Aggregatge Costs by Program and Potential Savings FY 1981

Program	Aggregate Level VI External Per Pupil Costs	Estimated Aggregate Level VI Internal Per Pupil Costs	No. of Pupils	Potential Total Savings
OI	19839	13243	4	26384
MH	15494	13018	45	111420
MR	15114	11275	39	149721
ED	22238	15818	96	616320
LD	13444	12686	7	5306

The reasons for the differences in per-pupil costs between Level V Internal and Level V External programs for fiscal year 1981 are several. As noted earlier, in all comparable programs (OI, MH, MR, ED, and LD) the mean aggregate per-pupil costs for Level V External programs exceeded the per-pupil costs for Level V Internal programs. The per-pupil costs for salaries of Level V Internal programs were consistently higher than per-pupil salary costs for Level V External programs. Three of the five programs (i.e., MH, MR, and LD) showed higher per-pupil costs for instructional materials, supplies, and textbooks for Level V Internal programs than shown for Level V External programs. For MR and LD programs, the per-pupil costs for instructional materials, supplies, and textbooks were higher for Level V External than comparable Level V Internal programs. Four of the Level V Internal programs (i.e., MH, MR, ED, and LD) showed higher costs for equipment than were shown for comparable Level V External programs. Only the Level V External OI program showed greater per-pupil costs for equipment than were shown by the Level V Internal OI program. In all cases, the per-pupil costs for travel experienced by Level V External programs exceeded the per-pupil travel costs shown by Level V Internal programs. However, the primary contributing factors for the variance of aggregate per-pupil costs were the additional costs for food services, health and attendance, and maintenance and operation of plant expended by Level V External providers.

In summary, the per-pupil costs for food services are borne principally by the parents and guardians of the pupils enrolled in Level V Internal programs but are charged MCPS for pupils enrolled in Level V External programs. Expenditures for per-pupil travel costs were consistently higher for Level V External programs than per-pupil travel costs for Level V Internal programs. These costs plus the unavoidable per-pupil costs for equipment, health and attendance, and maintenance and operation of plant were the principal contributing factors to the higher costs shown for the Level V External programs.

There was little evidence in the conduct of the study to suggest that MCPS was not obtaining the best and lowest prices for Level V and VI External placements relative to other LEA's. Various documents examined during the onsite visits with the External providers showed comparable tuition and/or residential services charged all LEA's. However, in several cases, the External provider indicated that lower rates were charged social services agencies than charged LEA's. Also in one instance, an External provider dramatically lowered its tuition charges to MCPS when threatened by possible relocation of MCPS pupils. Certainly, the dramatic lowering of tuition charges when challenged by MCPS places an aura of suspicion on the billing procedures used by this External provider.

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ADDENDUM TO THE ANALYSIS OF LEVEL VI POTENTIAL SAVINGS

by William S. Furry

The analysis of potential savings by serving Level VI pupils internally indicates savings of $909,151 (of which $877,461 is in three of the five programs). Two points should be emphasized in considering this possible savings. First, it is assumed in the analysis that existing internal Level V special education services are satisfactory for students currently served in Level VI placements. And second, not all the cost savings would accrue to Montgomery County Public Schools because the State of Maryland (the Department of Education and other state departments) reimburses the county for a substantial portion of Level VI tuition.

The assumption that Level VI students could be served satisfactorily (that is, all IEP requirements met) with the services that are typically provided to Level V students, should be carefully examined. To the extent that Level VI students are more severely handicapped and therefore require more intensive or different educational services, the cost could be greater to serve them internally than to serve Level V students. There are many reasons why a student is placed in an external residential program, but in some cases it is because the district does not have an appropriate existing program or specialized personnel. Because of diseconomies of scale, it may be extremely expensive for Montgomery County to provide programs for certain students; a statewide or regional facility may be able to serve these students at much lower cost per pupil.

The second point concerns who realizes any savings by shifting students from external to internal programs. Table 4 shows the total costs of external residential placements for students having various handicapping conditions. In 1981, Montgomery County paid only a portion ($7,076 per pupil) of these costs, and various departments of the State of Maryland paid the balance. Thus, if these students were served internally, all the savings would accrue to the State of Maryland and Montgomery County would actually experience an increase in cost. The table below illustrates this shifting of costs.

Thus, the State would save $2,243,472 and Montgomery County would experience an increase amounting to $1,334,321 (the net savings to the State as a whole remains $909,151). (If shifting these students from external to internal programs causes changes in basic state aid or in state categorical aid, these changes should be taken into account.)

(1) Program	(2) Aggregate Level VI External per Pupil Cost[a]	(3) Portion of Cost Paid by Montgomery County[b]	(4) Portion of Cost Paid by the State of Maryland (2)-(3)
OI	$19,839	$7,076	$12,763
MH	15,494	7,076	8,418
MR	15,114	7,076	8,038
ED	22,238	7,076	15,162
LD	13,444	7,076	6,368

Program	(5) Estimated Aggregate Level VI Internal per Pupil Cost[c]	(6) Increase in Cost per Pupil to Montgomery County (5)-(3)	(7) Total Increase in Costs to Montgomery County[d]	(8) Total Savings by State of Maryland[e]
OI	$13,243	$6,167	$24,668	51,052
MH	13,018	5,942	267,390	378,816
MR	11,275	4,199	163,761	313,482
ED	15,818	8,742	839,232	1,455,552
LD	12,686	5,610	39,270	44,576
		Total	1,334,321	2,243,472

Notes:

[a] From Table 4
[b] Figure obtained from Montgomery County, Central Placement Unit
[c] From Table 4
[d] Column (6) times No. of pupils from Table 4
[e] Column (4) times No. of pupils from Table 4

COMMENT ON FURRY ADDENDUM

by Virginia Polytechnic Institute and State University

The RFP for this study to determine costs of the Level VI programs did not specify that the contractor was to separate costs to Montgomery County and the State of Maryland. The preceding addendum does separate the costs. William Furry's analysis contained in the addendum appears to be an accurate presentation of the costs to the County and State. A key point to keep in mind is that the taxpayers of Montgomery County contribute a substantial portion of revenues to the State (between one fifth and one quarter according to recent news reports).

Faced with the high costs of residential placements for severely handicapped children and the inconsistency with maintaining the students in a less restrictive setting (closer to home), some states have made policy decisions to provide additional funds to school districts that initiate local programs for the severely handicapped students. Such a policy decision appears to be appropriate for Maryland and is recommended.

The State of Illinois appears to have the best combination of laws to offer such incentives to local school districts. Illinois reimburses school districts $6,250 per professional worker in special education (teacher, supervisor, administrator, psychologist, etc.) in addition to basic state aid for each handicapped child. For severely handicapped children, Illinois reimburses school districts an additional $2,000 per child maintained in local programs.

Virginia funds special education programs through basic state aid per student plus varying amounts of categorical aid per child based on the disability. For severely emotionally disturbed, the added categorical aid is $826 per child in classes without an aide or $1,002 per child in classes with an aide. The same figures apply for orthopedically handicapped children. In the case of multiple handicapped, the figures are $1,106 and $1,260. For students placed in the private sector, 60 percent of costs of approved tuition are reimbursed. If a combination of school districts form a regional program to serve the severely handicapped, 60 percent of total costs are reimbursed by the State.

In both the cases of Illinois and Virginia, state level policy makers recognized that local districts could provide programs in the private sector at less local cost than could be accomplished if local programs were initiated. As expected, the number of private placements had grown beyond expectations and suggested that fiscal criteria rather than student needs were determining placements. Since the changes to provide incentives for local programs for the severely handicapped, school districts have initiated local programs. Not only have the numbers of private placements slowed, but many students previously in private placements were returned to appropriate programs at the local level.

Maryland policy makers should strongly consider such alternatives if attempts are made by Montgomery County and other districts to provide local programs for students previously served in private settings.

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An Evaluation of Public and Nonpublic Special Education Programs Used by Montgomery County Public Schools

EXECUTIVE SUMMARY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
UT PROSIM

November, 1983

An Evaluation of Public and Nonpublic Special Education Programs Used by Montgomery County Public Schools

EXECUTIVE SUMMARY

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(Abbreviations Used in Tables Are As Follows:

OI	Orthopedic Impaired
MH	Multiple Handicapped
MR	Mentally Retarded
LD & ED	Learning Disabled and Emotionally Disturbed
ED	Emotionally Disturbed
LD	Learning Disabled
ED & LD	Emotionally Disturbed and Learning Disabled
HI	Hearing Impaired
VI	Visually Impaired

(See Volume I, p. 4 for further information)

EXECUTIVE SUMMARY

Purpose

The purpose of the study was to compare the costs and characteristics of public and nonpublic special education programs utilized by Montgomery County Public Schools in providing services to school-aged students who were in Levels V and VI as defined by the Maryland State Bylaw Continuum of Services. Specifically, this evaluation was to determine whether the mix of public and nonpublic programs was cost effective and to determine whether or not alternative configurations should be explored.

Study Questions

This evaluation provides information to answer the following questions:

> What are the characteristics of school-aged students being served in Levels V and VI public and nonpublic programs? Are there systematic differences between school-aged students in public and nonpublic programs which are unrelated to services needed?
>
> What public and nonpublic programs currently exist for serving school-aged Levels V and VI handicapped students? What are the

characteristics of these programs, and how do public and nonpublic services addressing similarly handicapped conditions compare?

What are the characteristics of services actually being provided to school-aged students in the Levels V and VI public and nonpublic programs enumerated above? Do the services provided match program descriptions? Do they meet the needs of the student as specified on the individualized educational program (IEP)? Do the services provided meet minimal educational standards as required by the Maryland State Special Education Bylaw?

What are the costs of Levels V and VI public and nonpublic programs? How do they compare?

Is the current distribution of school-aged Level V and VI public and nonpublic programs cost effective? If the distribution is not cost effective (a) should existing Levels V and VI public and/or nonpublic programs be expanded or modified; (b) should new Levels V and VI public and/or nonpublic programs be developed; (c) should services now being provided by the nonpublic sector be provided by the public sector; and (d) should services now provided by the public sector be provided by the nonpublic sector?

Organization of Final Report

The final report for this evaluation consists of three volumes plus this executive summary. Volumes I, II, and III contain detailed information for the evaluation while this summary contains only the basic findings and recommendations. Recommendations contained in this executive summary are underlined.

Limitations

Readers of this report should note that during the conduct of this evaluation study a number of findings result in limitations to the study. Such findings are presented in this final report and include the following:

> Incompleteness of data received from DEA which had been supplied by various MCPS divisions and departments including such things as student data, fiscal data, and outdated program descriptions.

Other factors which were limitations to the study include:

a. The study was confined to school age students;

b. Low numbers of students exist in various categories of placement by handicapping condition;

c. In comparing sex data, certain nonpublic schools served only one sex;

d. For students in the matched sample, matching was accomplished by age, sex, race and public or nonpublic placement;

e. During the collection of data, the condition of autism was included under the

> heading of emotionally impaired (disturbed) but has subsequently been switched to the category of other health impaired in federal definitions.

Outdated program descriptions furnished to the contractor were updated for those schools receiving site visits. For those schools not site visited, the contractors utilized the data supplied by MCPS and cannot assume they are accurate.

Multiple data sources were utilized in the conduct of the study. The record review form was completed by MCPS staff from Central Placement Unit files. Virginia Tech staff completed the forms from school records during site visits. Interviews with school administrators, teachers, and related service providers were conducted on site to verify program descriptions, validate record review data, and gain any additional information possible. Classroom and therapy observations were conducted on site for students in the matched sample. A random sample of parents was selected for telephone interviews conducted by MCPS employees. Fiscal data were collected from MCPS through budgets and accounting records. Where allowed fiscal data were collected on site in nonpublic facilities

Given all of the above constraints, the contractors believe this report presents as accurate a picture of Level V and VI programs in the public and nonpublic sectors as was possible.

Note to the Reader

All student and program data reported in the study were collected during the 1981-82 school year and comparisons of demographic characteristics of students to total MCPS ratios are based on 1981-82 ratios.

This evaluation study did not include a review of the assessment, review, and dismissal (ARD) team process. Based on inconsistencies noted in the evaluation, the contractors strongly recommend that MCPS undertake a thorough evaluation of the total special education process from initial screening and referral through delivery of special education and related services.

Evaluation Findings and Recommendations

Question 1 What are the characteristics of school-aged students being served in Levels V and VI public and nonpublic programs? Are there systematic differences between school-aged students in public and nonpublic programs which are unrelated to services needed?

Table 1 presents a summary of the race and sex of Level V and VI students placed in the public and nonpublic programs at the time of the study. The only students deemed as Level VI public are the 11 MCPS students served at RICA, a regional state facility in which MCPS is responsible for the educational component.

From the standpoint of race, little variation is noted between the percentages for total student population and Levels V and VI for American Indian, Asian, and Hispanic students. This is not the case for Black and White students. It should be noted in Table 1 that White students in public Level V placements tend to approximate the percentage found in MCPS. Differences between White students in the Level VI settings and the general population exceeded 10 percent (14.7% Level VI

TABLE 1

Race and Sex of Level V and VI Public and Nonpublic Students Compared to MCPS Total Pupil Population (1981)

Characteristic	Public Students		Nonpublic Students		MCPS Total
Race	Level V	Level VI[1]	Level V	Level VI	Students
American Indian	6 .3%	0 0%	0 0%	0 0%	151 .2%
Asian	43 2.3%	0 0%	8 5.2%	2 1%	6,291 6.6%
Black	348 18.9%	1 9.1%	18 11.7%	19 9.6%	12,175 12.7%
Hispanic	54 2.9%	0 0%	1 .6%	2 1%	4,122 4.3%
White	1,389 75.5%	10 90.9%	127 82.5%	176 88.4%	72,818 76.2%
TOTALS	1,840 100%	11 100%	154 100%	199 100%	95,557[2] 100%
Sex					
Female	520 28.3%	7 63.6%	38 24.7%	64 32.2%	46,779 49%
Male	1,320 71.7%	4 36.4%	116 75.3%	135 67.8%	48,808 51%
TOTALS	1,840 100%	11 100%	154 100%	199 100%	95,587[2] 100%

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[1] The 11 residential care students listed as public Level VI are enrolled in RICA II (which is a public nonMCPS facility) in data provided to Virginia Tech staff.

[2] Figures for MCPS total school population varied on data provided to Virginia Tech staff.

public; 12.2% nonpublic). White students also exceeded the general population in Level V nonpublic settings (6.3%). Black students in Level VI nonpublic settings most closely approximated the percentage in the total MCPS count (-1.0%). Discrepancies of 3.1 percentage points were noted in Level VI nonpublic settings where Black students appeared under-represented compared to the district population. (A similar percentage difference is noted in Level VI public settings but it is based only on one case.) The Black student percentage in Level V public settings exceeded the total population percentage by 6.2%.

Minority groups and specifically Black families may suffer from low economic and educational status and probably have not pushed MCPS authorities for Level VI public or Level V and VI nonpublic placement to the extent that the majority group members have pursued the issue. Placements are supposed to be determined based on the individual educational needs of the child. It is doubtful such a procedure would result in the tendency for Black students to be served in public facilities while white students appear to be more likely to be served in nonpublic facilities.

A review of the racial composition of students placed in public Level VI or nonpublic Level V or VI settings should be undertaken on a continuous basis to assure that placement decisions are based on individual needs of students and not other unrelated factors.

With regard to the sex of students enrolled in Level V and VI programs, only in the case of RICA II (public Level VI) did the number of females exceed males. This is a rather typical pattern for statistics on sex of special education students throughout the United States. It should be noted, however, that males are initially referred due to more aggressive tendencies exhibited by mentally retarded, learning disabled and emotionally disturbed students. This does not mean that females are not represented more equally in these areas but they do not present the behavior management problems exhibited by males. In some cases, the problems of the females may be more serious than that of males.

It is recommended that special education staff review current Level V and VI placement (public and private) to assure that placement of the significantly greater number of males is truly based on educational needs as opposed to behavior management problems.

With respect to age of Level V and VI students there was a strong tendency for older (adolescent) students to be placed in nonpublic placements. This may be a result of the elusive "grandfather" clause often referred to by MCPS staff but never produced for the project staff. As near as Virginia Tech staff can determine, the "grandfather" clause was in use for one year only in the mid 1970's but MCPS staff continued nonpublic placement of many students for long periods of time beyond the one year. This has been a very costly procedure and should not have taken place. Also it appears the physical size of the students (assumed to be older) was a factor in External placements. Whether this was a result of lack of Internal facilities at the time or MCPS staff fear of larger adolescents is unclear.

It is strongly recommended that each Level V and VI placement be reviewed extensively on an annual basis to determine if a less restrictive placement is possible. Such annual reviews do not appear to have been as extensive as necessary and criteria for movement to less restrictive settings as required by law have not been included in IEP's for Level V and VI students.

More detailed information on characteristics of students is contained in Volume I of the Final Report.

Question 2 What Levels V and VI public (Internal) and nonpublic (External) programs currently exist for serving handicapped students? What are the characteristics of these programs and how do public and nonpublic programs addressing similarly handicapping conditions compare?

For the 1981-82 school year, MCPS utilized 12 public (including RICA II) and 53 nonpublic schools to educate Level V and Level VI handicapped students (see Appendix C and D, Volume I). The most current program descriptions of the public and nonpublic facilities were utilized to develop charts on the characteristics of the facilities (day or residential; location; handicapping condition(s) served; class size; tuition range (FY 82); exclusion factors; related services offered; and unique program options).

Following completion of the charts (Appendix C and D, Volume I), MCPS staff indicated that the charts did not accurately reflect current practice. Updated program descriptions could not be obtained and apparently did not exist. MCPS must develop current descriptions reflecting current operations of public facilities and obtain the latest nonpublic descriptions if staff are to place children based on needs as required by state and federal statutes and regulations. Such descriptions must be revised continuously to reflect current operations.

Question 3 What are the characteristics of services actually being provided to school-aged students in Levels V and VI public and nonpublic programs? Do the services provided match the program specifications developed in Question 2? Do the services meet the needs of the students specified on the IEP? Do the services provided meet minimal educational standards as required by the Maryland State Special Education Bylaw?

The primary data to answer this question resulted from: (1) record review forms of individual students (used with MCPS central office and school based records); (2) student classroom observation forms; and (3) interview guides for teachers, administrators, and other services. A random sample of programs and students selected for matching purposes made up the study population. Many records were found to be incomplete at either central office or school level or both. Increased effort must be directed toward assuring all necessary information on students be available in Internal and External student records.

Lack of data is illustrated in the following tables reflecting change in level and reviews of current placement.

Change of Level

	MCPS Records	School Records
Change in Level	39 (22%)	22 (12%)
No Change in Level	83 (47%)	82 (47%)
No Documentation in Files	54 (31%)	72 (41%)

Reviews of Current Placement

	MCPS Records	School Records
Reviewed Since Spring 1982	116 (66%)	101 (57%)
Reviewed Prior to Spring 1982	0 (0%)	1 (1%)
Review Date No Documentation in Files	60 (34%)	74 (42%)

The lack of such data presents major problems in determining compliance with state and federal requirements. The absence of required data could and should result in findings of noncompliance if state or federal auditors reviewed student records. The above tables are representative of the problems which can be illustrated further by data in Volume I.

A review of student individualized educational programs (IEPs) failed in over half the cases of students in the sample to reveal specifications of criteria to determine if the student could enter a less restrictive program. This is a clear cut violation of required procedure. The IEP process must more accurately reflect the required criteria to determine a need for change of program.

An additional data source utilized in answering this study question was telephone interviews with a random sample of parents of Level V and VI students. Ninety three percent (158) of the parents indicated that they had been invited to participate in the IEP development meeting; 6% (10) indicated they had not been invited and 1% (2) could not recall whether or not they had been invited to participate. State and federal regulations require that parents be invited to participate. Fourteen parents who had been invited to particpate chose not to resulting in an 88% level of parent participation. Six of the parents who participated felt little real involvement since they were only asked to sign a prepared form. The inability of MCPS to retrieve IEP documents for the contractor made it impossible to determine if IEP meetings had the statutorily required persons in attendance. Ninety one percent (155) of the parents interviewed indicated that they were furnished a copy of their child's IEP, only four parents indicated they had not received a copy and nine parents could not recall.

Health and safety concerns were noted in the case of three private facilities. MCPS placement staff must diligently review these areas of concern if private schools continue to be utilized by MCPS.

The overall findings to this question raise serious concerns as to why most of the students served in nonpublic programs are placed outside MCPS. Only one private Level VI school appeared to be equal to or better than MCPS Internal programs; many more severely handicapped children were found in MCPS programs; MCPS adequately provides programs for at least two students excluded from their private school placements; and program consistency and least restrictive environment requirements are not met through the majority of private placements.

MCPS should immediately review all Level V and VI nonpublic placements to determine which students should be returned to public placements.

Question 4 What are the costs of Levels V and VI public and nonpublic programs? How do they compare?

In the conduct of the study, per-pupil costs were determined for Level VI External programs, Level V External programs, and Level V Internal programs. Within each of the levels, discrete costs (e.g., salary, travel, etc.) transportation costs, special education overhead costs, and general overhead costs were identified. However, for the purpose of the Executive

Summary, only aggregate per-pupil costs for each of the three levels are discussed. For an indepth presentation of data and cost comparison, please refer to Volume II of the study.

Displayed in Table 2 are the aggregate per-pupil costs for each of the three levels from FY 1978 through 1981. For all years of the study, aggregate per-pupil costs were lowest for Level V Internal programs, followed by Level V External programs, with the highest aggregate per-pupil costs being shown for Level VI External programs. Specifically, in FY 1978, the aggregate per-pupil costs for Level V Internal programs were $6743; Level V External programs recorded aggregate per-pupil costs of $7875; and Level VI External programs showed per-pupil costs of $11578. By FY 1981, the aggregate per-pupil costs for Level V Internal programs had risen to $7686, for Level V External programs the per-pupil costs were $10509, and Level VI External programs had recorded aggregate per-pupil costs of $18882. The rate of increase of aggregate per-pupil costs was lowest for Level V Internal programs (4.7% per year), followed by Level V External programs (11.1% per year), with the highest rate of increase for aggregate per-pupil costs being recorded by Level VI External programs (21% per year).

TABLE 2

Mean Aggregate Per-Pupil Costs
by Level from FY 1978 through 1981

Level	Fiscal Years			
	1978	1979	1980	1981
Level V Internal	6743	7053	7435	7686
Level V External	7875	8856	10374	10509
Level VI External	11578	14600	16293	18882

Projections of per-pupil costs by programs and level were made for Fiscal Years 1982 through 1988 and are arrayed in Tables 3 through 5. The method used requires that actual per-pupil costs be adjusted for inflation so that trends in per-pupil costs can be ascertained. Costs per pupil in real dollars are then projected for a number of years and readjusted to

TABLE 3

Projected Current and Real Costs Per Pupil for Level V Internal Programs

FY 1982 - 1988

Current Dollars

Program	Fiscal Years 1982	1983	1984	1985	1986	1987	1988
OI	8598	8859	9040	9332	9615	9890	10155
MH	10396	11026	11581	12309	13051	13819	14606
MR	8419	8877	9362	9889	10426	10974	11530
LD & ED	7722	7738	7680	7912	7729	7731	7722
ED	12852	13229	13486	13907	14314	14708	15086
LD	9373	9437	9400	9477	9537	9581	9608
ED & LD	8161	8256	8270	8382	8478	8560	8630
HI	12067	12406	12635	13017	13385	13938	14077
VI	13810	13882	13823	13923	13996	14045	14070
$\bar{x}$	8665	8819	8891	9066	9227	9374	9509

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years 1982	1983	1984	1985	1986	1987	1988
OI	6085	6006	5928	5851	5775	5700	5626
MH	7357	7475	7594	7716	7839	7965	8092
MR	5958	6018	6139	6200	6262	6325	6388
LD & ED	5465	5246	5036	4835	4642	4456	4278
ED	9046	8969	8843	8719	8597	8477	8358
LD	6633	6394	6164	5942	5728	5522	5323
ED & LD	5776	5597	5423	5255	5092	4934	4781
HI	8540	8411	8285	8161	8039	7918	7799
VI	9774	9412	9064	8729	8406	8095	7795
$\bar{x}$	6132	5979	5830	5684	5542	5403	5268

TABLE 4

Projected Current and Real Costs Per-Pupil for Level V External Programs

FY 1982 - 1988

Current Dollars

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	10176	10304	10333	10484	10616	10731	10828
MH	10301	10860	11341	11980	12631	13294	13969
MR	8481	9216	9367	9631	9882	10122	10352
ED	12802	13150	13377	13768	14143	14501	14844
LD	8735	8800	8779	8860	8926	8975	9011
SLI	10128	10700	11195	11849	12517	13202	13899
$\overline{x}$	11043	11504	11869	12388	12905	13420	13935

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years						
	1982	1983	1984	1985	1986	1987	1988
OI	7202	6986	6776	6573	6376	6185	5999
MH	7290	7363	7437	7511	7586	7662	7739
MR	6356	6248	6142	6038	5935	5834	5735
ED	9060	8915	8772	8632	8494	8358	8224
LD	6182	5966	5757	5555	5361	5173	4992
SLI	7168	7254	7341	7429	7518	7609	7700
$\overline{x}$	7815	7799	7783	7767	7751	7735	7720

TABLE 5

Projected Current and Real Costs Per Pupil for Level VI External Programs

FY 1982 - 1988

Current Dollars

Program	Fiscal Years 1982	1983	1984	1985	1986	1987	1988
OI	20491	20983	21283	21837	22363	22860	23331
MH	17145	18811	20440	22467	24650	26997	29519
MR	16597	18070	19486	21258	23145	25154	27295
ED	25101	28088	31131	34905	39061	43634	48663
LD	15345	17364	19461	22062	24465	28201	31802
SLI							
$\bar{x}$	20966	23156	25333	28029	30956	34129	37564

Real Dollars (1978 $1 = 1.0)

Program	Fiscal Years 1982	1983	1984	1985	1986	1987	1988
OI	14502	14226	13956	13691	13431	13176	12926
MH	12134	12753	13403	14086	14805	15560	16354
MR	11746	12251	12778	13328	13901	14498	15122
ED	17764	19043	20414	21884	23460	25149	26960
LD	10840	11772	12761	13832	14994	16254	17619
SLI							
$\bar{x}$	14838	15699	16610	17573	18592	19671	20811

current dollars by reapplication of the inflation index. This method, through use of the Consumer Price Index, was one of two techniques used to project per-pupil costs for this study.

An alternate set of cost projections is presented and discussed in Volume II. Also available in Volume II is a set of cost differentials which can be used in making year-to-year projections of per-pupil costs.

Question 5 Is the current distribution of school-aged Level V and VI public and nonpublic programs cost effective? If the distribution is not cost effective (a) should existing Levels V and VI public and/or nonpublic programs be expanded or modified; (b) should new Levels V and VI public and/or nonpublic programs be developed; (c) should services now being provided by the nonpublic sector be provided by the public sector; and (d) should services now provided by the public sector be provided by the nonpublic sector?

Volumes II and III illustrate that nonpublic placements are more costly than the public placements in most cases. Potential net savings of $253,315 for Level V and $777,461 for Level VI could be obtained for FY 82 and FY 81 respectively, had MCPS expanded programs to serve those students currently placed in private schools. The validity of nonpublic tuition charges was suspect when one nonpublic school reduced a projected $10,000 increase merely because MCPS indicated they would seek an alternate school for the next year.

Volumes I and III further point out that many MCPS students served in nonpublic schools are very similar to those served in public programs in other school districts of comparable size. MCPS needs to expand Internal programs to accommodate the vast majority of students placed in nonpublic programs. MCPS should consider operating a small residential component for the very limited number of students who truly require such programs. Volume III presents potential problems to be faced when students are returned from nonpublic to public placements. Such problems include parental requests for due process hearings and staff reluctance to accept returning students who in many cases may have fallen behind academically and socially while in nonpublic programs.

The primary reason for any school district to rely on the private sector to provide service to handicapped students is when an insufficient number of severely handicapped students makes it both economically and programmatically unfeasible to provide public Internal programs. The school district with a pupil population of 10,000 or less normally must provide programs for low incidence conditions (deaf, blind, physically handicapped, and multihandicapped) through public regional or cooperative programs or through tuition to the private sector. School districts with a pupil population of 30,000 and above will normally rely on the private sector in only an extremely limited number of cases. Such districts are of sufficient size to implement local programs for all except extremely low incidence programs like the deaf/blind or rare and inexplicable handicapping conditions. MCPS should rely on the private sector in only a very limited number of such cases. While some evidence indicated reduced enrollments in nonpublic facilities, the evaluators were surprised to learn that additional students were being placed in nonpublic programs during the data collection phase of the study.